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

REGULAR MEETING ORDER OF BUSINESS
333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
9945 Laurel Canyon Blvd., Pacoima, CA 91331
11:00 a.m., Tuesday, January 14, 2025

Roll Call

Pledge of Allegiance

Board President's Reports

Labor Partners
Committees

Superintendent's Reports

Consent Items

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

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

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

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

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

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

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

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

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

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

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

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

Attending the Meeting

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

New Business for Action

1. Board of Education Report No. 127-24/25
Procurement Services Division
(Approval of Procurement Actions) Recommends the ratification of the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment "A" including the approval of award of Professional Service Contracts not exceeding $250,000: New Contracts; Purchase Orders; Goods and General Services Contracts: Purchase Orders; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding $250,000): New Contracts; Contract Amendment; and Goods and General Services Contracts (exceeding $250,000): New Contracts; and Piggyback Contracts as listed in Attachment "B."

2. Board of Education Report No. 100-24/25
Procurement Services Division – Facilities Contracts
(Approval of Facilities Contract Actions) Recommends the ratification of the Procurement Services Division contract actions taken by Facilities Contracts under delegated authority as listed in Attachment "A" including: award of advertised construction contracts; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; extra services/amendments for architectural and engineering contracts and approve the proposed contract listed in Attachment B including a Major Modernization Project contract at Fairfax High School.

3. Board of Education Report No. 073-24/25
Office of Environmental Health & Safety
(Certification of the Final Environmental Impact Report, Adoption of the Mitigation Monitoring and Reporting Plan, Findings of Fact and Statement of Overriding Considerations for the Irving STEAM Magnet Middle School Major Modernization Project) Recommends the review and certification of the Final Environmental Impact Report (EIR) and the adoption of the Findings of Fact, Mitigation Monitoring and Reporting Plan and Statement of Overriding Considerations for the proposed Irving STEAM Magnet Middle School Major Modernization Project prepared in compliance with the California Environmental Quality Act (CEQA) (Public Resources Code §21000 et seq.) and State CEQA Guidelines (California Code of Regulations, Title 14, Division 6, Chapter 3 §15000 et seq.).

4. Board of Education Report No. 074-24/25
Facilities Services Division
(Project Approval for the Washington Irving Middle School Math Music Engineering Magnet Major Modernization Project) Recommends approval of the proposed Washington Irving Middle School Math Music Engineering Magnet Major Modernization Project.

5. Board of Education Report No. 101-24/25
Facilities Services Division
(Define and Approve Seven Playground and Campus Exterior Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of 7 Playground and Campus Exterior Upgrade Projects, as described in Exhibit A, and the amendment of the Facilities Services Division Strategic Execution Plan (SEP) to incorporate therein, for a total budget of $93,047,853.

6. Board of Education Report No. 149-24/25
Facilities Services Division
(Define and Approve Two Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of 2 projects to provide critical replacements and upgrades of school building/site systems and components, as listed on Exhibit A, and the amendment of the Facilities Services Division Strategic Execution Plan (SEP) to incorporate therein, for a combined budget of $6,366,108.

7. Board of Education Report No. 150-24/25
Facilities Services Division
(Authorization to Finalize Negotiations and Execute a Renewal License Agreement for Use of Radio Tower Space at Palos Verdes 1, Rancho Palos Verdes, CA) Recommends authorization of the Chief Facilities Executive and/or her designee(s), to execute a renewal license agreement and/or any other reasonable instruments, with American Tower Asset Sub, LLC, for an existing remote tower space located at 3690 East Crest Road in Rancho Palos Verdes. The Agreement provides for a five-year term with three options to renew the term for a period of five years each. The total base rent of this Agreement over the total five-year term is $1,027,743.97.

8. Board of Education Report No. 151-24/25
Facilities Services Division
(Define and Approve 16 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of 16 Board District Priority and Region Priority projects, as listed on Exhibit A, and amendment of the Facilities Services Division Strategic Execution Plan (SEP) to incorporate therein, for a combined budget of $795,482.

9. Board of Education Report No. 168-24/25
Business & Finance Division
(Donations of Money to the District) Recommends approval of the donation of money to the District totaling $660,862.00.

10. Board of Education Report No. 169-24/25
Business & Finance Division
(Report of Cash Disbursements) Recommends ratification of cash disbursements totaling $828,465,905.79 which were made against funds of the District from November 1, 2024, through November 30, 2024.

11. Board of Education Report No. 147-24/25
Human Resources Division
Personnel Commission
(Approval of Routine Personnel Actions) Recommends approval of 3,874 routine personnel actions such as elections, promotions, transfers, leaves, terminations, separations, permits and approval of senior contracts.

12. Board of Education Report No. 148-24/25
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 12 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.

13. Board of Education Report No. 111-24/25
Office of Government Relations
(Request for Board Approval of Education Compact with the City of Lomita) Recommends authorization of the Education Compact with the City of Lomita.

14. Board of Education Report No. 135-24/25
Office of Government Relations
(Request for Approval of 2025 Advocacy Agenda and Guiding Principles and Priorities) Recommends approval to sponsor legislation and proactively advocate for policies and funding proposals at the local, state and federal levels that are consistent with the District's 2022-26 Strategic Plan.

15. Board of Education Report No. 170-24/25
Office of the Chief Strategy Officer
Charter Schools Division
(Proposition 39 Charter Facilities Compliance for the 2025-2026 School Year - Finding and Written Statements of Reasons Why Certain Charter Schools Cannot be Accommodated on a Single School Site, and Determination of Necessity to Move) Recommends the finding and adoption, pursuant to California Education Code section 47614 and its implementing regulations, a written statement of reasons why certain charter schools (as identified in the Attachments hereto) that submitted a Proposition 39 facilities request for the 2025-2026 school year cannot be accommodated on a single school site. Also determine if it is necessary to move part of certain charter schools' operations to an additional school site.

16. Board of Education Report No. 152-24/25 **PUBLIC HEARING**
Charter Schools Division
(Denial of the Renewal Petition for Crete Academy) Recommends adoption of the denial of the renewal petition for Crete Academy, located in Board District 1 and Region South, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Crete Academy. The school's renewal petition includes a reduction in enrollment capacity from 363 to 355.

17. Board of Education Report No. 153-24/25 **PUBLIC HEARING**
Charter Schools Division
(Denial of the Renewal Petition for Ivy Bound Academy of Math, Science and Technology Charter Middle) Recommends adoption of the denial of the renewal charter petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle, located in Board District 3 and Region North, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle. The school is requesting to decrease its current enrollment capacity from 240 to 180 students.

18. Board of Education Report No. 154-24/25 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for KIPP Corazón Academy) Recommends approval of the renewal petition for KIPP Corazón Academy, with benchmarks in the areas of academics, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve 1042 students in grades TK-8 in each year of the charter term.

19. Board of Education Report No. 155-24/25 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for KIPP Philosophers Academy) Recommends approval of the renewal petition for KIPP Philosophers Academy, located in Board District 7 and Region South, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 450 students in grades 5-8 in each year of the charter term.

20. Board of Education Report No. 156-24/25 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for KIPP Scholar Academy) Recommends approval of the renewal petition for KIPP Scholar Academy, with a benchmark in the area of academic, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2025, until June 30, 2030 to serve up to 450 students in grades 5-8 in each year of the charter term.

21. Board of Education Report No. 157-24/25 **PUBLIC HEARING**
Charter Schools Division
(Denial of the Renewal Petition for KIPP Sol Academy) Recommends adoption of the denial of the renewal charter petition for KIPP Sol Academy, located in Board District 2 and Region East, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy.

22. Board of Education Report No. 158-24/25 **PUBLIC HEARING**
Charter Schools Division
(Denial of the Renewal Petition for Los Angeles Leadership Academy) Recommends adoption of the denial of the renewal charter petition for Los Angeles Leadership Academy, located in Board District 2 and Region East, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy. The school is requesting to decrease its current enrollment capacity from 550 students to 490 students.

23. Board of Education Report No. 159-24/25
Charter Schools Division
(Approval of the Proposed Material Revision for Alliance Judy Ivie Burton Technology Academy High) Recommends approval of the material revision of the charter for Alliance Judy Ivie Burton Technology Academy High, to add an additional site within the community, as defined in the LAUSD Policy and Procedures for Charter Schools. The proposed site is located at 10025 S. Broadway, Los Angeles, CA 90003 in Board District 7 and Region South.

24. Board of Education Report No. 160-24/25
Charter Schools Division
(Approval of the Proposed Material Revision for Alliance College-Ready Middle Academy 4) Recommends approval of the material revision of the charter for Alliance College-Ready Middle Academy 4, to add an additional site within the community, as defined in the LAUSD Policy and Procedures for Charter Schools. The proposed additional site is located at 9701 S. Main Street, Los Angeles, CA 90003 in Board District 7 and Region South.

25. Board of Education Report No. 161-24/25
Charter Schools Division
(Approval of the Proposed Material Revision for Alliance Gertz-Ressler Richard Merkin 6-12 Complex) Recommends approval of the material revision of the charter for Alliance Gertz-Ressler Richard Merkin 6-12 Complex, to add an additional site within the community, as defined in the LAUSD Policy and Procedures for Charter Schools. The proposed additional site is located at 2211 S. Union Street, Los Angeles, CA 90007 in Board District 5 and Region South.

26. Board of Education Report No. 162-24/25
Charter Schools Division
(Approval of the Proposed Material Revision for Alliance Ouichi-O'Donovan 6-12 Complex) Recommends approval of the material revision of the charter for Alliance Ouchi-O'Donovan 6-12 Complex, to add an additional site within the community, as defined in the LAUSD Policy and Procedures for Charter Schools. The proposed additional site is located at 2516 and 2560 W. 54th Street, Los Angeles, CA 90043 in Board District 1 and Region South

27. Board of Education Report No. 163-24/25
Charter Schools Division
(Denial of the Proposed Material Revision for Ingenium Charter) Recommends adoption of the denial of the material revision of the charter for Ingenium Charter, to relocate from current Proposition 39 location (Canoga Park Middle) to a new private facility outside the community. The proposed facility is located at 6425 Kester Avenue, Van Nuys, CA 91405 in Board District 3 and Region North.

28. Board of Education Report No. 164-24/25
Charter Schools Division
(Denial of the Proposed Material Revision for Ingenium Charter Middle) Recommends adoption of the denial of the material revision of the charter for Ingenium Charter Middle, to relocate from the current Proposition 39 co-location at John A. Sutter Middle to a new private facility. The proposed facility is located at 6425 Kester Avenue, Van Nuys, CA 91405 in Board District 3 and Region North.

Board Member Resolutions for Action

29. Dr. Rivas, Mr. Schmerelson - Community-Centered Greening Initiatives: Strengthening Equity Through Parent Engagement and External Partnerships (2024) (Res-038-24/25) (Noticed December 10, 2024) **POSTPONED TO FEBRUARY 11, 2025**

Whereas, In alignment with the Los Angeles Unified School District (District) 2022-2026 Strategic Plan, Pillar 3: Engagement and Collaboration, the District is committed to fostering strong relationships and honoring diverse perspectives by engaging students, parents, and community partners in greening initiatives that center equity and inclusion;

Whereas, Consistent with Pillar 2: Joy and Wellness, the District recognizes that creating welcoming, green learning environments promotes whole-child well-being, strengthens social-emotional skills, and enhances students' ability to thrive academically and personally;

Whereas, The District is committed to increasing green space on campuses to 30% by 2035, prioritizing low-income communities and communities of color, through converting asphalt to green space, addressing soil contamination, and ensuring ADA compliance (Res 002-22/23);

Whereas, The District recognizes that strong external partnerships are critical to mitigating the financial costs of greening initiatives while amplifying their impact;

Whereas, The District acknowledges that meaningful engagement with Black and brown communities is essential to ensuring equity in greening initiatives and recognizes the need for robust, ongoing parent and community participation;

Whereas, The emerging green economy presents significant opportunities to create pathways for Black and brown students and families into sustainable, high-wage jobs that address climate challenges;

Whereas, Strong partnerships with labor organizations are essential to ensuring these pathways are accessible, lead to high-quality careers, and support family-sustaining wages; and

Whereas, Research demonstrates that community involvement in the design and implementation of green infrastructure projects is a key factor in their long-term success and sustainability; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District (Board) expresses its sincere gratitude to all community partners, parents, and students for their dedication to fostering equitable, sustainable, and thriving learning environments, and commits to accelerating efforts to strengthen these vital relationships;

Resolved further, That the Board directs the Superintendent, in collaboration with the Office of Eco-Sustainability, to invest in and strengthen external partnerships to advance greening initiatives by mitigating costs for partners through District resources, including but not limited to eligible bond funds. This includes costs associated with ADA retrofits, District staff time, project fees, and testing requirements, thereby incentivizing collaboration and maximizing the impact of greening projects. Furthermore, the Superintendent shall ensure that staffing time dedicated to these initiatives reflects the scale and complexity of each project, with a focus on streamlining processes and promoting equitable access to greening projects in underserved and marginalized communities;

Resolved further, That the District shall strengthen community engagement in greening initiatives prioritizing the leadership of Black and brown communities, by (1) expanding the Office of Eco-Sustainability to include culturally reflective and regional support systems, and (2) creating more opportunities for parent-led collaboration in school-based greening and climate resilience efforts;

Resolved further, That the Superintendent shall conduct a Green Jobs Pathways Study centered on Black and brown communities to augment partnerships with local businesses, trade unions, and educational institutions, mapping pathways into the green economy for students and families with an emphasis on creating and incentivizing opportunities that lead to high-paying careers. The study will identify emerging green sectors, such as renewable energy and sustainable construction, among others, and align existing District programs to enhance career readiness by expanding pilot initiatives and partnerships that provide internships, apprenticeships, and certifications; and, be it finally

Resolved, That the Superintendent shall present to the Board within 90 days a comprehensive plan outlining the steps, timelines, and responsible parties for implementing the directives in this resolution, including clear, measurable benchmarks and goals to assess progress.

30. Mr. Melvoin - It Takes a Village: Expanding LA Unified's Housing Efforts (Res-040-24/25) (Waiver of Board Rule 72)

Whereas, Los Angeles is experiencing a housing crisis, and skyrocketing rents and home prices are leading to higher costs of living and increasing levels of homelessness. The Affordable Housing Outcomes Report presented to the Los Angeles County Board of Supervisors in September 2023, found that the County lacks over 500,000 affordable homes to meet the current demand among renter households at or below 50 percent of the area median income;

Whereas, Los Angeles Unified School District (District) employees commute long distances to serve our students while seeking reasonably priced rentals and homes outside District boundaries;

Whereas, The District operates 1,200 schools and centers and owns 21,000 buildings—more than 78 million square feet—and 6,400 acres or 10 square miles of land;

Whereas, The District has underutilized assets including closed schools or other facilities, former agricultural land, and portions of school sites with excess storage;

Whereas, Joint occupancy and other legal vehicles allow the District to enter into public-private partnerships to leverage underutilized assets for the purpose of providing value to the District;

Whereas, Starting in 2015, the District has utilized specific District-owned properties to provide 185 units of affordable family housing—with preference given to District staff and employees—at Sage Park in Gardena, Selma Community Housing in Hollywood, and Norwood Learning Village in Los Angeles;

Whereas, Currently, over 7,000 District employees are on the waitlist for housing at the three existing projects;

Whereas, Providing employee housing will help make the District an employer of choice by helping attract and retain qualified teachers and staff, reducing commute times to and from work which has a positive impact on the environment, and alleviating the regional housing shortage;

Whereas, In September 2016, The Governing Board of the Los Angeles Unified School District unanimously passed "Exploring Options to Develop Workforce Housing in Sun Valley for Employees of the Los Angeles Unified School District" which directed the Superintendent to study the development of additional workforce housing;

Whereas, In March 2017, the Facilities and Audit Committee received a presentation entitled, "Using Underutilized Assets to Address District Goals and Priorities;"

Whereas, In November 2018, the Board passed "Increasing Opportunities and Supports for Our Homeless Students and Families" in order to support students and families experiencing homelessness;

Whereas, In June 2020, The Superintendent presented a Real Estate Evaluation detailing the 21,000 District owned buildings across 6,400 acres of land. The goal was to develop 2,000 units of housing for LA Unified employees, including teachers;

Whereas, In November 2020, the Superintendent recommended that the Board approve the issuance of Request for Proposals (RFPs) seeking proposals for the sale, lease, exchange, or other disposal of three District properties and consider proposals for employee housing at 10 vacant District properties;

Whereas, In June 2021, the District launched a new effort to provide affordable housing which would allow District teachers, staff and families to live in the communities they serve. The Board authorized $1.5 million from the General Fund to conduct due diligence activities for the purpose of identifying options to provide affordable employee housing;

Whereas, In Fall 2023, the District released a Request for Expression of Interest (REI) for the development and financing of housing for District employees and families. It garnered responses from development firms and financial institutions willing to support the District's housing initiative. The below preliminary sites identified in the REI included nine District owned sites that were vacant and/or underutilized and not part of a school:

- Paved parking lot located at 4523 Exposition Blvd. Los Angeles, CA 90016;
- Vacant parcel adjacent to Vista Hermosa Park;
- Vacant lot located at the intersection of Shoup Ave. and Collins St.;
- Multiple portable buildings and parking lot located at 1049 N. Fairfax Ave. West Hollywood, CA 90046;
- Vacant paved lot located at 2726 Francis Ave. Los Angeles, CA 90005;
- Vacant paved lot located at 644 E 56th St. Los Angeles, CA 90011;
- Vacant paved lot located at 234 E 112th St. Los Angeles, CA 90061;
- Vacant 3-story medical building, surface parking, and storage building located at 10339 Balboa Blvd. Granada Hills, CA 91344; and
- Vacant unimproved lot located at 4315 New York Ave. Los Angeles, CA 90022

Whereas, In November 2023, a Community Briefing was held to discuss the District’s initiative regarding affordable housing and preview the survey to assess housing heeds;

Whereas, In May 2024, the District surveyed employees and families to gauge interest in a range of housing options. Data from the survey is meant to support the District's efforts to potentially repurpose underutilized real estate assets to provide housing that is more affordable for employees and families;

Whereas, In October 2024, the Facilities and Procurement committee heard an update on the District's Housing Initiative; and

Whereas, Despite the extensive timeline and current demand for housing, the District has not yet released RFPs for workforce housing for over a decade and can’t say with certainty when they will be released; now, therefore be it

Resolved, At the Committee of the Whole meeting on January 28, 2025, the Los Angeles Unified School District shall present to the Governing Board of the Los Angeles Unified School District and the public the following:

- Data collected from the Housing Survey and appropriate analysis;
- Plan to solicit proposals by June 1, 2025, for the nine vacant and/or underutilized sites identified in the REI to create additional affordable workforce housing units;
- Timeline of key dates and activities from now through the proposed completion of the aforementioned units; and, be it finally

Resolved, That the District shall provide quarterly reports to the Board outlining progress towards the development of employee housing units until they are completed.

31. Ms. Newbill - Commemorating the Life and Legacy of Dr. Martin Luther King, Jr. and the National Day of Service (Res-041-24/25) (Waiver of Board Rule 72)

Whereas, The Reverend Dr. Martin Luther King, Jr. devoted his life to the struggle for justice and equality;

Whereas, Dr. Martin Luther King, Jr. was universally recognized as a proponent of nonviolence in the pursuit of freedom and justice in the United States;

Whereas, Dr. Martin Luther King, Jr. was awarded the Nobel Prize for Peace in 1964 in recognition of his outstanding leadership in pursuit of that goal;

Whereas, In May 1964, Dr. Martin Luther King, Jr. addressed nearly 15,000 Angelenos at the Los Angeles Memorial Coliseum on the issues of race relations and human dignity;

Whereas, Today's social, political and economic landscape reiterates the need for Dr. Martin Luther King, Jr.'s philosophies and message of nonviolence and is reflected in The King Center's theme for 2025, "Mission Possible: Protecting Freedom, Justice, and Democracy in the Spirit of Nonviolence365";

Whereas, Dr. Martin Luther King, Jr. Day has been recognized as a national holiday since 1984 and became a National Day of Service in 1994 by the passage of the King Holiday and Service Act by the US Congress;

Whereas, The Dr. Martin Luther King, Jr. National Day of Service is a part of United We Serve, a national call to service initiative established by President Obama;

Whereas, Dr. Martin Luther King, Jr. firmly believed that the pursuit of justice, equality, and a new sense of dignity for millions of Black people, and opens, for all Americans a new era of progress and hope;

Whereas, The Dr. Martin Luther King, Jr. National Day of Service, calls for Americans from all walks of life to work together to provide solutions to the most pressing national and local problems;

Whereas, On January 20, 2025, the Dr. Martin Luther King, Jr. holiday will mark the 30th anniversary as a National Day of Service; and

Whereas, Our students, parents, and staff will benefit from all projects and programs that increase participation in acts of community service; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes the third Monday in January as a day of service in honor of Dr. Martin Luther King, Jr. and his principle of justice for all;

Resolved further, That on Monday, January 20, 2025, we encourage all students, parents, teachers, and staff to observe this MLK National Day of Service by engaging in volunteer activities to help our community become a better world; and be it finally

Resolved, That schools provide students and parents with suggestions of appropriate instructional and community activities that can be conducted during and following the MLK National Day of Service on January 20, 2025.

32. Ms. Newbill - National Day of Racial Healing 2025 (Res-042-24/25) (Waiver of Board Rule 72)

Whereas, The National Day of Racial Healing is an annual observance created by W.K. Kellogg Foundation in 2017 to plan for and bring about transformational and sustainable change, and to address the historic and contemporary effects of racism;

Whereas, The National Day of Racial Healing is an opportunity for individuals, organizations, and communities to come together to recognize our shared humanity, address the wounds caused by racism, and work toward building a more equitable and inclusive society;

Whereas, The National Day of Racial Healing creates space for people to talk openly about their personal and collective experiences and build the trust needed to advance racial equity;

Whereas, The National Day of Racial Healing invites participants to engage in meaningful dialogue and reflection on the personal and collective steps needed to foster racial healing in our communities;

Whereas, The legacy of racism in the United States is multifaceted, with colonization and enslavement setting the stage for centuries to come;

Whereas, The devastating effects of racism continue today, with many communities of color cut off from access to essentials like jobs, transportation, safe housing, healthcare and good food;

Whereas, Racial healing involves building trusting relationships that help us work together to address the impact and damage caused by racism;

Whereas, Fundamental to the National Day of Racial Healing is a clear understanding that racial healing is at the core of racial equity; and

Whereas, The National Day of Racial Healing is observed every year on the Tuesday following Martin Luther King, Jr. Day; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes January 21, 2025, as National Day of Racial Healing;

Resolved further, That the Board will work toward more equitable outcomes in the areas of education programs, community engagement, workforce development, procurement policy, and human resources;

Resolved further, That the Board will increase staff awareness and education, will continue to provide region wide training to educate employees on implicit bias and racial equity since each department offers services which impact efforts to provide equitable outcomes for the community;

Resolved further, That the Board will strive to engage in open and honest dialogue with experts on the subject of racial equity and with each other during forums such as Board retreats, community forums or other appropriate LAUSD sessions;

Resolved further, That the Board will unite all of these efforts to continue to thoughtfully and effectively update, eliminate, or create internal and external policies, practices and programs that dismantle existing racial disparities with the understanding that these methods will need to be updated and improved over time; and, be it finally

Resolved, That the Board encourages all students, parents, teachers, and staff to visit https://dayofracialhealing.org/ for National Day of Racial Healing resources, information, and events;

Board Member Resolutions for Initial Announcement

33. Ms. Newbill – Celebration of Black History Month 2025 (Res-043-24/25) (For Action February 11, 2025)

Whereas, Black History Month, or National African American History Month, is an annual celebration of achievements by Black Americans and a time for recognizing the central role of African Americans in United States history;

Whereas, Dr. Carter G. Woodson, a Harvard trained historian, like W.E.B. DuBois before him, believed that truth would not be denied and that reason would prevail over prejudice, and as a result announced "Negro History Week" in 1925 to raise awareness of the contributions of African Americans;

Whereas, It is commonly stated that Dr. Carter G. Woodson selected February as the month to host "Negro History Week" because it encompasses the birthdays of two great Americans who played a prominent role in shaping Black history, namely Abraham Lincoln and Frederick Douglass, whose birthdays are February 12th and 14th respectively;

Whereas, Dr. Carter G. Woodson envisioned the study and celebration of Black people as a race, and emphasized the contributions of countless Black men and women to the advancement of human civilization;

Whereas, Since 1976, the commemoration was extended from a week-long event to the entire month of February;

Whereas, Every United States President has officially designated the month of February as Black History Month and other countries around the world, including Canada and the United Kingdom, also devote a month to celebrating Black history;

Whereas, Established by Dr. Carter G. Woodson in 1915, the Association for the Study of

African American Life and History (ASALH) strives to promote, research, preserve, interpret, and disseminate information about Black life, history, and culture to the global community.

Whereas, The 2025 theme for Black History Month established by the ASALH is "African Americans and Labor";

Whereas, Labor of all kinds - free and unfree, skilled, and unskilled, vocational and voluntary – is central to Black history and culture;

Whereas, Black labor has been instrumental in shaping lives, cultures, and histories of Black people and the societies in which they live from the era of slavery to present day;

Whereas, During enslavement, Black labor built the foundations of this country;

Whereas, After the Civil War, ex-slaves had to adjust to freedom and a new labor system as the country transitioned from an agricultural based economy to an industrial one;

Whereas, The formation of trade unions increased during Reconstruction, but often excluded African Americans, therefore Black workers began to organize on their own;

Whereas, African Americans made significant gains in industrial employment, particularly in the steel, automobile, shipbuilding, and meatpacking industries due to the labor shortage created by Word War I;

Whereas, Progressive race leaders like Fredrick Douglass, W.E.B. Dubois, A. Philip Randolph and Rev. Dr. Martin Luther King Jr. saw unions as essential to Black workers achieving equality;

Whereas, In 1925 A. Philip Randolph began his fight to gain recognition of the Brotherhood of Sleeping Car Porters by the Pullman Car Company, the American Federation of Labor (AFL), and the U.S. government, and 2025 marks the 100-year anniversary of the creation of Brotherhood of Sleeping Car Porters and Maids;

Whereas, Dr. Martin Luther King, Jr. was speaking in support of the "I Am a Man" strike of Black Memphis sanitation workers when he was assassinated in 1968;

Whereas, There are over 21 million African Americans in the United States labor force today and account for approximately 13 percent of the US work force;

Whereas, African Americans make up especially large shares of employees in certain occupations, including postal service clerks, transit and intercity bus drivers, nursing assistants, security guards and gambling surveillance officers, and home health aides;

Whereas, Black workers generally earn less than U.S. workers overall and the unemployment rate for Black Americans is the highest of any racial or ethnic group and roughly double the rate for the U.S. overall;

Whereas, Black workers are the most likely to say they've experienced discrimination at work because of their race or ethnicity;

Whereas, Black History Month aims to mitigate the persistent and ongoing failure to

acknowledge the contributions of Black Culture, Black Inventors, Black Artists, Black Artisans, Black Advocacy, Black Leaders, Black Civic Engagement, and Black workers to American history and society;

Whereas, Black people continually remain optimistic and confident about the path ahead while leading the courageous, yet hard fought fights for the rights, liberties, and freedoms that many marginalized communities are now beneficiaries; and

Whereas, Our democracy's founding ideals were exclusionary when they were written, but Black Americans have continuously fought to make them true; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes February as National Black History Month;

Resolved further, That the Board acknowledges that all people of the United States are beneficiaries of the wealth of history given to all by Black Culture, Black Inventors, Black Artists, Black Artisans, Black Advocacy, Black Leaders, Black Civic Engagement, and Black workers;

Resolved further, That the Board embeds the study of Black History and Black Labor into the core curriculum of its Ethnic Studies, African American History courses, and African American Literature so that this critical learning lives in the minds of our students beyond the month of February;

Resolved further, That the Board direct the Superintendent to expand upon the District's existing efforts, such as the Black Student Achievement Plan, to continue to identify strategies and tactics to align resources targeted toward eliminating anti-racist educational practices and closing the gap of academic achievement outcomes for Black Students, and; be it finally

Resolved, That the Superintendent will work with educators, librarians, all the schools of the District, and our wider community to recognize and celebrate this month with culturally relevant and appropriate curriculum, programs, ceremonies, and activities that generate in-depth discussion of the complex factual history of the United States and the legacy of Black Americans, including labor.

Public Hearings

34. Charter Petitions for Public Hearing (035-24/25)

Puente Charter (Board District 2, Region East)
Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 360 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 501 S. Boyle Ave. Los Angeles, CA 90033.

Justice Street Academy Charter (Board District 3, Region North)
Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 452 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 23350 Justice St. West Hills, CA 91304.

Community Magnet Charter Elementary (Board District 4, Region West)

Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 447 students in grades K-5 beginning its next term in the 2025-2026 school year, with a proposed location of 11301 Bellagio Rd. Los Angeles, CA 90049.

Center for Advanced Learning (Board District 5, Region East)
Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 321 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 4016 S. Central Ave. Los Angeles, CA 90011.

Correspondence and Petitions

35. Report of Correspondence (ROC-007-24/25)

Minutes for Board Approval (Min-003-24/25)

36. May 28, 2024, Special Board Meeting, 11:00 a.m.
August 6, 2024, Regular Board Meeting, Including Closed Session Items, 10:00 a.m.

Miscellaneous Business

37. Receipt of the 2023-2024 Annual Audit Financial Report (036-24/25)

New Business for Action (continued)

38. Board of Education Report No. 112-24/25 **PUBLIC HEARING**
Personnel Commission
Office of Government Relations
(Request for Board Authority to Pursue a Two-Year Extension to the Waiver of a Portion of Education Code 45272(a)) Recommends authorization of the Office of Governmental Relations, in coordination with the Personnel Commission, to seek a two-year extension to the previously authorized waiver of a portion of Education Code 45272 (a), so that hiring appointments may be made by schools from other than the first three ranks of eligible applicants on the eligibility list for certain classified school-based entry level positions. The current two-year waiver will expire on June 30, 2025.

39. Board of Education Report No. 201-24/25
Office of the Superintendent
(Adoption of Authorization to Execute Certain Contracts Without Advertising or Inviting Bids to Respond Effectively to the January 2025 Severe Windstorm and Fire Conditions; Resolution Declaring Emergency Conditions Exist at Los Angeles Unified Schools and Offices)
Recommends adoption of a resolution, declaring that emergency conditions, both structural and health related, exist throughout multiple District schools and as a result of the severe windstorm and fire conditions. Recommends authorization, by unanimous vote, under the provisions of section 20113 of the California Public Contract Code, the Superintendent and/or his designee(s) to enter into any and all contracts necessary for the procurement of materials and services necessary for the District to address the emergency conditions (health, safety, and property) caused directly or indirectly by the severe windstorm and wildfire conditions as well as property damage mitigation measures, without advertising or inviting bids, and for any dollar amount necessary to respond to the emergency conditions at District sites; and, notwithstanding section 20114, authorize the use of day labor or force account labor for the purpose. This delegation will

expire on June 30, 2025, unless otherwise rescinded or extended by the Board of Education. Recommends authorization of the Superintendent and/or his designee to take any and all actions necessary to address the emergency conditions including giving effect to the Emergency Contracts to help ensure the continuation of public education, the health and safety of District students and staff, and the repair and restoration of District property in response to the severe windstorm and wildfire conditions.

Adjournment

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

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

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

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
https://www.lausd.org/boe#calendar73805/20250114/event/71697

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

Return to Order of Business

TAB 1

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-127-24/25, **Version:** 1

Approval of Procurement Actions
January 14, 2025
Procurement Services Division

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

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

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

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

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

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

- Award of Professional Service Contracts not exceeding $250,000: New Contracts; Purchase Orders; and

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

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

- Professional Service Contracts (exceeding $250,000): New Contracts; Contract Amendment; and

- Goods and General Services Contracts (exceeding $250,000): New Contracts; and Piggyback Contracts.

Student Impact:
Not applicable.

Equity Impact:
See attached for applicable items.

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

Attachments:
Attachment "A" - Ratification of Contracts Awarded Under Delegated Authority
Attachment "B" - Request for Approval of Contracts Not Under Delegated Authority

Previously adopted Board report referenced in the policy implications section:
- Adopted May 8, 2018: Board Report No. 444-17/18 <https://drive.google.com/file/d/1LObScI2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share_link>
- California Education Code Section 17604 (CE Code 17604 <https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=share_link>)

Informatives:
Not applicable.

Submitted:
12/09/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

SUNGYON LEE
Deputy Chief Business Officer
Office of the Deputy Chief Business Officer

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MATTHEW FRIEDMAN
Interim Chief Procurement Officer
Procurement Services Division

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING $250,000

Item A

SPECIAL EDUCATION AND SPECIALIZED PROGRAMS **$143,743**

CONTRACTOR	IDENTIFI-CATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
American Institutes for Research	C6998	10/01/24 – 09/30/25	Targeted Student Population (100%)	$143,743

Ratification of a contract, procured through an Informal Request for Proposals (IRFP) process, conducted by the Procurement Services Division, to provide technical assistance and validation for the development of the revised three-year Multilingual Multicultural Master Plan, beginning in the 2025-2026 school year. This Plan will offer research-backed instructional resources, address cultural and language intersectionality among multilingual learners, and provide comprehensive guidance for implementing equitable, culturally and linguistically sound programs to all students.

Four proposals were received and all were deemed qualified. The evaluation committee was comprised of staff from the Office of the Chief of Special Education, Equity, and Specialized Programs. The proposals were evaluated according to the following criteria: qualifications and experience of the firm and personnel; program or product approach; Small Business Enterprise (SBE) participation; and price.

American Institutes for Research has worked with the District since 2014.

This contract supports Pillar 1 Academic Excellence and Pillar 3 Engagement and Collaboration.

Requester:
Anthony Aguilar, Chief of Special Education and Specialized Program

Equity Impact:
Not applicable

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

B. PROFESSIONAL SERVICES REVENUE/GRANT CONTRACTS/AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING <$500,000>

Item B

REGION SOUTH **<$300,000>**

CONTRACTOR	IDENTIFI-CATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
Tullman Family Office, LLC	C7541	10/25/24 – 12/31/26	Tullman Family Grant Funds (100%)	<$300,000>

Ratification of grant agreement to support the development and operation of a music education program at Parmelee Avenue Elementary School. Per the agreement, Parmelee will use the funds to hire a full-time music educator for three years, beginning in the 2025-2026 school year. The grantor will distribute $100,000 annually, by the end of each calendar year, to pay for the music teacher's salary and benefits.

The Tullman Family Office (TFO) directs their family's philanthropy, political advocacy, business investments focused on social impact, and community engagement initiatives. TFO partners with local organizations to reimagine existing resources and when necessary, redesigns systems to achieve faster, exponential change, rather than incremental progress. Members of the Tullman Family contacted Parmelee Avenue Elementary School about providing a grant to help their arts program flourish after a visit to the school.

This agreement supports the District's Strategic Plan Pillar 1: Academic Excellence, by providing high quality music instruction and will assist in eliminating opportunity gaps for students.

Requester:
Patricia Ferguson, Principal
Parmelee Avenue Elementary School

Andre Spicer, Region Superintendent
Region South

Equity Impact:
Not applicable.

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

B. PROFESSIONAL SERVICES REVENUE/GRANT CONTRACTS/AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING <$500,000>

Item C

DIVISION OF ADULT CAREER AND EDUCATION **<$404,741>**

CONTRACTOR	IDENTIFICATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
Various Vendors*	C3155 through C3169	09/30/24 – 09/29/26	Revenue	<$404,741>

*Finishing Trades Institute of District Council 36 joint Apprenticeship Training Trust; Joint Journeymen and Apprentice Training Trust (JJATC); Apprentice & Journeymen Training Trust of the Southern California Plumbing and Piping Industry; Southern California Pipe Trades District Council 16; United Association Plumbers Local 78; Los Angeles and Vicinity Steamfitters and Industrial Pipefitters; California Tradeshow & Sign Craft Joint Apprenticeship Training Trust of Painters and Allied Trades DC36; Northern California Elevator Industry JATC; Southern California Elevator Constructors; Southern California Floor Covering Apprentice Trust Fund; Southern California Glaziers and Glass Workers Industry Joint Apprenticeship Committee.

Ratification of eleven (11) revenue contracts to reimburse the District for administrative services provided by the Division of Adult and Career Education (DACE) funded by California's Employment Training Panel (ETP). These contracts enable apprenticeship program sponsors to train (at their own site(s)) apprentices and journey-level workers with specialized training, essential for maintaining a safety-conscious and competitive workforce, leading to high-skill, long-term employment.

Since 1942, LAUSD DACE has served as the Local Education Agency (LEA) for registered apprenticeship programs. Due to the successful completion of previous training contracts, ETP has awarded new contracts to each apprenticeship program. The revenue from these contracts will support the salaries of three existing DACE apprenticeship staff members, who work to support pre-apprenticeship and career technical education (CTE) classes on DACE campuses, thereby expanding opportunities for LAUSD students.

Registered apprenticeship training supports Pillar 1: Academic Excellence, through priority 1D: College and Career Readiness by aligning career readiness with accessible information and training to prepare students with pathway opportunities into lifelong careers.

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

Requester:
Renny L. Neyra, Executive Director of Division of Adult and Career Education

Equity Impact:

Component	Score	Score Rationale
Recognition	**3**	Apprenticeship programs actively recruit women, veterans, and minorities to provide opportunities and access to training that leads to lifelong careers with family sustaining wages and long-term employment in the building and construction industry.
Resource Prioritization	**4**	Registered apprenticeship programs use their Employment Training Panel (ETP) funds to provide specialized training for apprentices and journey-level workers, resulting in improved skills and worker retention.
Results	**3**	A high proportion of building and construction trades' apprentices and journey-level workers currently represent underserved populations. Registered apprenticeship programs are effective at closing opportunity gaps for underserved populations.
TOTAL	**10**	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

C. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/ AMENDMENTS/ASSIGNMENTS ALREADY AWARDED

Item D

DIVISION OF COMMUNICATIONS, ENGAGEMENT, & COLLABORATION

CONTRACTOR / IDENTIFICATION NO.	DESCRIPTION	CONTRACT TERM	SITE	AMOUNT
Dr. Cynthia Colón / C7573	Family Academy Workshops and Training for College Admission	10/07/24 – 06/30/25	Districtwide	$0

DIVISION OF INSTRUCTION

News Literacy Project / C7508	Checkology Program Access for Media Literacy Instruction	08/12/24 – 08/11/29	Districtwide	$0

DIVISION OF MEDICAL SERVICES

Daybreak Medical PC / C7502	Telehealth Mental and Behavioral Health Services	10/23/24 – 10/22/29	Districtwide	$0

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

C. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/ AMENDMENTS/ASSIGNMENTS ALREADY AWARDED

DIVISION OF SCHOOL OPERATIONS

CONTRACTOR / IDENTIFICATION NO.	DESCRIPTION	CONTRACT TERM	SITE	AMOUNT
Song for Charlie, Inc. / C7501	Drug Awareness Education Resources	10/15/24 – 12/31/24	Districtwide	$0

INFORMATION TECHNOLOGY SERVICES AND DIVISION OF ADULT AND CAREER EDUCATION

Cisco Systems, Inc. / C7498	License for Cisco Academy Course Materials for Adult Education Technology Courses	10/22/24 – 10/21/28	Beaudry Headquarters	$0

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

Item E – *November 2024*

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

PROFESSIONAL SERVICES	**November 2024 = $2,039,061**	**YTD = $14,549,530**
GOODS AND GENERAL SERVICES	**November 2024 = $27,199,769**	**YTD = $170,925,332**
GRAND TOTAL	**November 2024 = $29,238,830**	**YTD = $185,474,862**

D. PROFESSIONAL SERVICES NOT EXCEEDING $250,000

	November Qty of POs	YTD Qty of POs	**November Total**	YTD Total
Purchase Orders	**207**	1,444	***$2,039,061 (Median - $5,115)***	$14,549,530

E. GOODS AND GENERAL SERVICES NOT EXCEEDING $250,000

	November Qty of POs/ Transactions	YTD Qty of POs/ Transactions	**November Total**	YTD Total
Purchase Orders	**3,456**	17,798	***$12,464,174 (Median – $1,001)***	$73,282,407
DISTRICT CARD TRANSACTIONS (i.e., P-Card, Fuel Card, Toshiba Card, etc.)	**15,206**	68,869	***$7,720,162 (Median - $109)***	$31,853,172
Rental Facilities –	**1**	11	***$3,460 (Median - $3,460)***	$248,368
Travel/Conference Attendance	**173**	760	***$159,768 (Median – $669)***	$708,412
GENERAL STORES DISTRIBUTION CENTER	**95**	634	***$1,250,262 (Median - $5,747)***	$11,664,738

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

E. GOODS AND GENERAL SERVICES NOT EXCEEDING $250,000 (CONT.)

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

	November Qty of POs/ Transactions	YTD Qty of POs/ Transactions	**November Total**	YTD Total
BOOK/INSTRUCTIONAL MATERIAL PURCHASE ORDERS (BPO)	**122**	1,877	***$5,601,943 (Median - $3,610)***	$53,168,235

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

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

Item F

PERSONNEL COMMISSION/HUMAN RESOURCES DIVISION/ EARLY CHILDHOOD EDUCATION DIVISION **$1,717,982**

CONTRACTOR	IDENTIFI-CATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
PowerSchool Group, LLC	C6751 (RFP 2000003723)	07/01/25 – 06/30/30 includes two (2) one-year renewal options	General Funds (100%)	$1,717,982

Approval of a formally competed contract, procured through a Request for Proposals (RFP) process, for an integrated substitute management system that assists PK-12 administrators, teachers, and classified staff with placing substitutes to cover both planned and unexpected absences Districtwide. The customized system is expected to service approximately 2,500 substitute requests per day. The contract provides internet and telephone access for reporting absences, and includes hardware, software, and on-going maintenance and support to the District.

Five proposals were received and three were deemed qualified. The source selection committee was composed of members from the Personnel Commission, Human Resources, Early Childhood Education Division and Information Technology Services. Proposals were evaluated on the experience and qualifications of the firm and personnel, technical solution and project approach, price, Small Business Enterprise (SBE) participation, Work Based Learning Partnership Plan and technical interview/ demonstration. PowerSchool Group LLC received the highest total score and provided the lowest cost of qualified bidders.

PowerSchool Group LLC has been providing these services for the District since 2018 and has also provided these services to Loudoun County Public Schools and Fresno Unified School District.

The proposed action supports the District's Strategic Plan Pillar No. 4 – Operational Effectiveness as it will allow the district to effectively use the substitute pool of teachers and employees for staffing schools and offices.

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Requesters:
David Greco, Personnel Director
Personnel Commission

Dr. Francisco Serrato, Chief Human Resources Officer
Human Resources Division

Dr. Dean Tagawa, Executive Director
Early Childhood Education Division

Equity Impact:

Component	Score	Score Rationale
Recognition	**2**	The contract vaguely recognizes and specifies historical inequities. The contract will help staff school sites every day of the school year, which will help correct historical inequities in the student population.
Resource Prioritization	**2**	The contract somewhat prioritizes resources based on student need. With the contract, Personnel Commission, Human Resources and Early Childhood Education will be able to effectively utilize the substitute pool of teachers and employees for student instruction and school operations.
Results	**3**	The contract is likely to result in closed opportunity gaps and/or closing achievement gaps. The contract will effectively utilize the substitute pool of teachers and employees at school sites, and will result in closed opportunity gaps and closing achievement gaps in students.
TOTAL	**7**	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF PROFESSIONAL SERVICES REVENUE/GRANT CONTRACTS/ AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING <$500,000>

Item G

DIVISION OF INSTRUCTION **<$1,770,000>**

CONTRACTOR	IDENTIFI-CATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
Partnership for Los Angeles Schools	C7611	01/15/25 – 01/14/30	Bill and Melinda Gates Foundation Coherent Instructional Systems Grant Funds (100%)	<$1,770,000>

Approval of a grant agreement to support the implementation of Illustrative Math (IM) across the District. The Partnership for Los Angeles Schools (PLAS) is providing $1.77 million to the District as sub-grantee of the Bill and Melinda Gates Foundation's "Coherent Instructional Systems" grant. The funds will be used to support LAUSD's math improvement efforts at up to 80 schools. Funds will also facilitate the hiring of a project manager dedicated to overseeing the initiative and the successful execution of the grant activities, ultimately leading to improved outcomes for students.

PLAS, an independent non-profit organization, is one of the largest, in-district public school transformation organizations in the United States. Working with the District under a Memorandum of Understanding, the Partnership manages a network of 20 District schools in Boyle Heights, South LA, and Watts. PLAS' model relies on sustainable and scalable solutions that can be applied at schools beyond the 20 campuses to dramatically improve outcomes for all students. PLAS has been working with the District since 2008.

This agreement supports the District's Strategic Plan Pillar 1: Academic Excellence, by offering high-quality instruction, enriching experiences, eliminating opportunity gaps for students, and preparing students for college and careers.

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Requester:
Dr. Frances Baez, Chief Academic Officer
Division of Instruction

Equity Impact:

Component	Score	Score Rationale
Recognition	**3**	This Coherent Systems for Equitable Math Instruction Grant affirmatively recognizes historical inequities by focusing on fostering math learning, motivation, and engagement among Black, Latinx, and low-income students.
Resource Prioritization	**4**	This Coherent Systems for Equitable Math Instruction Grant effectively prioritizes resources based on student need by specifically targeting schools that serve large populations of historically marginalized students.
Results	**3**	The Coherent Systems for Equitable Math Instruction Grant is likely to result in closing achievement gaps because the funds will be used to implement and evaluate strategies for using digital tools to improve math knowledge, conceptual understanding, and engagement among Black, Latinx, and low-income students.
TOTAL	**10**	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

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

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

Item H

FACILITIES SERVICES DIVISION **$1,000,000**

CONTRACTOR	IDENTIFICATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
Johnson Controls, Inc.	C7565 (IFB 2000003820)	01/28/25 – 01/27/30 includes two (2) one-year renewal options	Restricted Routine Maintenance Funds (100%)	$1,000,000

Approval of a formally competed contract, procured through an Invitation for Bid (IFB) process, to provide routine inspection, maintenance, and repair services for 52 specialized York brand chillers located at 39 schools Districtwide.

Three bids were received for this solicitation, resulting in the selection of one successful bidder. Johnson Controls, Inc. (JCI) was identified as the lowest responsive and responsible bidder. JCI has been delivering reliable and cost-effective services to the District since August 2013.

The proposed action aligns with the District's Strategic Plan Pillar 2, Joy and Wellness and Pillar 4, Operational Effectiveness.

Requester:
Dennis Bradburn, Deputy Director of Facilities Maintenance & Operations
Facilities Services Division

Equity Impact:
Not applicable.

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

D. APPROVAL OF PIGGYBACK GOODS AND GENERAL SERVICES CONTRACTS

Authorize the utilization of a piggyback contract in effect. The proposed action complies with the Public Contract Code Sections 10299 and 20118, which allows school districts to utilize other governmental agencies' established contracts.

Item I

DIVISION OF SCHOOL OPERATIONS **$3,000,000**

CONTRACTOR	IDENTIFICATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
Yondr, Inc.	C6996 (TIPS RFP 240101)	11/22/24 – 06/30/25 coterminous with exercisable option year of the piggyback contract, and subject to the exercise, thereof	General Funds (100%)	$3,000,000*

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

Without approval, there will be substantial delays in the purchasing process, potentially resulting in the inability to acquire the necessary cellular phone pouches and accessories within the required timeframe set for the program. Such delays will hinder the successful implementation of the updated phone-free school day policy and associated Board Resolution. To ensure all necessary resources are in place, it is crucial that the capacity of this contract be increased. The capacity increase is based on current and projected order demand, and does not exceed the total program budget.

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

The proposed action aligns with the District's Strategic Plan Pillars:
Pillar 1: Academic Excellence – high quality instruction – enriching experiences
Pillar 2: Joy and Wellness – Whole-child wellbeing – strong social – emotional skills
Pillar 3: Engagement and Collaboration – Strong relationships

Initial Contract Value: $3,000,000
*Amendment No. 1: $3,000,000
Aggregate Contract Value: $6,000,000

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Requester:
Andrés E. Chait, Chief of School Operation
Division of School Operations

Equity Impact:

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

Return to Order of Business

TAB 2

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-100-24/25, **Version:** 1

Approval of Facilities Contracts Actions
January 14, 2025
Procurement Services Division - Facilities Contracts

Action Proposed:
Ratify the Procurement Services Division (PSD) contract actions taken by Facilities Contracts under delegated authority as listed in Attachment "A" including: award of advertised construction contracts; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; extra services/amendments for architectural and engineering contracts and approve the proposed contract listed in Attachment B including a Major Modernization Project contract at Fairfax High School.

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

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

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

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

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

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

Equity Impact:
Not Applicable.

Issues and Analysis:
There are no policy implications on these agreements.

Attachments:
Attachment "A" - Ratification of Facilities Contracts Actions Awarded Under Delegated Authority
Attachment "B" - Approval of Facilities Contracts Actions Not Under Delegated Authority

Linked Materials
Previously adopted Board report(s) referenced:

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

Informatives:
Not Applicable.

Submitted:
12/09/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

PEDRO SALCIDO
Deputy Superintendent,
Business Services & Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

SUNG YON LEE
Deputy Chief Business Officer
Business Services and Operations

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement

APPROVED & PRESENTED BY:

MATTHEW A. FRIEDMAN
Interim Chief Procurement Officer
Procurement Services Division

REVIEWED BY:

KRISZTINA TOKES
Chief Facilities Executive

✓ Approved as to facilities impact

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ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

A. AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item A

CONTRACTOR	IDENTIFI-CATION NO.	DESCRIPTION	CONTRACT TERM	AMOUNT
AP Construction Group, Inc.	2410048	Saturn Street ES HVAC Replacement Board Member: Sherlett Hendy Newbill	04/30/24 – Completion	$6,080,000 Bond Funds (100%)

Ratification of formally competed best-value contract selected from three (3) bids received to provide HVAC replacement at Saturn Street ES as authorized on February 9, 2021 (Board Report No. 225-20/21).

The project will provide a new heating, ventilation, and air conditioning (HVAC) system in the Main, Assembly, Classroom, and Kindergarten Buildings, and three portable buildings. Pillar 4 of the Strategic Plan is supported by this action.

The contractor has worked with the District since 2016.

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

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item B

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	CONTRACT TERM	AMOUNT
Best Contracting Services, Inc.	2510019	Coeur D'Alene Avenue ES Roofing Replacement Project Board Member: Nick Melvoin	11/08/24 – Completion	$1,823,580 Bond Funds (100%)

Ratification of formally competed contract selected from two (2) bids received to deliver a roofing replacement project at Coeur D'Alene Avenue ES as authorized on October 12, 2021 (Board Report No. 082-21/22).

The project will provide approximately 44,600 square feet of new roofing at 16 buildings including the installation of new gutters and downspouts. The roofs that are being replaced are beyond their useful life. Pillar 4 of the Strategic Plan is supported by this action.

The contractor has worked with the District since 2013.

Requester:
Mark Cho, Deputy Director of Facilities Maintenance & Operations
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item C

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	CONTRACT TERM	AMOUNT
Empire Construction Service, Inc. (SBE)	2510021 / C7679	Stevenson College and Career Preparatory Athletic Facilities Upgrades Board Member: Dr. Rocío Rivas	12/16/24 – Completion	$1,104,026 Bond Funds (100%)

Ratification of formally competed contract selected from three (3) bids received to provide athletic facilities upgrades at Stevenson College and Career Preparatory as authorized on June 14, 2022 (Board Report No. 299-21/22).

The project will upgrade the exterior basketball and volleyball courts, including solar reflective coating. Pillar 4 of the Strategic Plan is supported by this action.

The contractor is new to the District.

Requester:
Mark Cho, Deputy Director of Facilities Maintenance & Operations
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

Item D

B. APPROVAL OF CHANGE ORDERS **November 2024 = $4,270,911**

		QUANTITY	AMOUNT
	i. New Construction contract change orders that do not individually exceed 10 percent for November 2024 (Average Transaction: $35,435 Median Transaction: $6,377)	25	$885,879
	ii. New Construction contract credit change orders for November 2024:	0	$0
	iii. Existing Facilities contract change orders that do not individually exceed 15 percent for November 2024 (Average Transaction: $16,538; Median Transaction: $6,822):	232	$3,836,852
	iv. Existing Facilities contract credit change orders for November 2024:	10	<$451,820>
	v. Existing Facilities contract change orders that individually exceed 15 percent (but do not exceed 25 percent) for November 2024, requiring 75 percent approval by the Board:	0	$0

C.	**COMPLETION OF CONTRACTS – November 2024**	21	$19,690,367

D.	**AWARD OF INFORMAL CONTRACTS (Not Exceeding $114,500)**		
	A & B Letters for November 2024 (Average Transaction: $52,102; Median Transaction: $47,500)	25	$1,302,569

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

Item E

CONTRACTOR	IDENTIFI-CATION NO.	DESCRIPTION	CONTRACT TERM	AMOUNT
Timothy Chan Young, dba Chan Young Architects, dba CY Architects (SBE)	2420034/ C3998	Los Angeles MS Classroom Upgrade Project Board Member: Tanya Ortiz Franklin	10/18/24 – closeout	$497,591 Bond Funds (100%)

Ratification of design contract to provide architectural and engineering services for site analysis, construction document, bid/proposal, award, construction, and closeout phases for the classroom upgrade project at Los Angeles Middle School, as authorized on November 14, 2023 (Board Report No. 111-23/24). Services were procured via RFQ R-19012.

The project includes upgrades to approximately 59 classrooms utilized for instruction, special education and school set-asides within permanent and relocatable buildings. Each classroom within a school site has unique conditions and will be surveyed to understand deficiencies that need to be addressed. Based on the individual needs of each classroom, the scope may include upgrades to technology, whiteboards, tack boards, window blinds, paint, and security locks. The project also includes providing new classroom furniture, replacing damaged ceiling tiles, and other upgrades required to comply with local, state and federal requirements.

The contractor has worked with the District since 2006 as a subconsultant.

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

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

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

Item F

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	CONTRACT TERM	AMOUNT
J.C. Chang & Associates, Inc. (SBE)	2420040/ C4013	Perez Special Education Center Accessibility Enhancement Project Board Member: Dr. Rocío Rivas	10/23/24 – closeout	$387,953 Bond Funds (100%)

Ratification of design contract to provide architectural and engineering services, site investigation/preliminary planning, construction document, bid/proposal, award, construction, and closeout phases for the accessibility enhancement project at Perez Special Education Center, as authorized on June 4, 2024 (Board Report No. 304-23/24). Services were procured via RFQ R-24025.

The project site spans 8.11 acres and is comprised of one special education program. The building area is approximately 110,560 square feet and includes three single-story permanent buildings and one multi-story permanent building. The permanent buildings were constructed between 1926 and 1981. As of the 2023-2024 Electronic Capacity Assessment Review (E-CAR), the school serves 237 students, and all have been identified as having a disability.

The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, upgrades to three buildings are required including corrections, installation, or replacement of: one concrete ramp, 10 restrooms, seven drinking fountains, 26 paths of travel, one changing room, two parking areas, one bus loading zone, and other accessibility upgrades such as door hardware, playground components/matting, railings, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

The contractor has worked with the District since 1998.

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

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

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

Item G

CONTRACTOR	IDENTIFI-CATION NO.	DESCRIPTION	CONTRACT TERM	AMOUNT
Cannon/Parkin, Inc. dba Cannon Design	2420049/ C6770	Carson HS Site and Infrastructure Analysis for the Classroom Replacement Project Board Member: Tanya Ortiz Franklin	10/17/24 – closeout	$293,793 Bond Funds (100%)

Ratification of design contract to provide architectural and engineering services, specifically site infrastructure analysis for the classroom replacement project at Carson High School, as authorized on March 12, 2024 (Board Report No. 211-23/24). Services were procured via RFQ R-24025.

The project includes, but is not limited to, construction of approximately thirty (30) classrooms, support and administrative spaces, and a shade structure. Replacement of the existing softball field impacted by the project development. Demolition of twenty (20) existing relocatable buildings containing thirty-seven (37) classrooms and associated support spaces. Painting the exterior of existing buildings and structures. Improvements necessary to target the District's goal for schoolyards to be thirty percent (30%) green/natural. At Eagle Tree Continuation High School, replacement of the existing relocatable buildings and installation of a lunch shelter and hardcourts. Site improvements include new outdoor learning areas, parking, utility upgrades, landscaping, hardscaping, , fencing, gates, security enhancements, and accessibility upgrades. Improvements as required by the Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), and any other required improvements or mitigations to ensure compliance with local, state, and federal requirements.

The contractor has worked with the District since 2020.

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

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

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

Item H

CONTRACTOR	IDENTIFI-CATION NO.	DESCRIPTION	CONTRACT TERM	AMOUNT
NAC, Inc. dba NAC Architects	2420052/ C7424	Bell HS Site and Infrastructure Analysis for the Classroom Replacement Project Board Member: Karla Griego	10/22/24 – completion	$228,006 Bond Funds (100%)

Ratification of design contract to provide architectural and engineering services, specifically site and infrastructural analysis for the classroom replacement project at Bell High School, as authorized on June 4, 2024 (Board Report No. 297-23/24). Services were procured via RFQ R-24025.

The project includes, but is not limited to, demolition and/or removal of 10 existing relocatable buildings containing 15 classrooms and associated support spaces and 3 permanent buildings containing 2 music classrooms, practice gym, support and administrative spaces, and storage. New two-story classroom building with twenty-five (25) new classrooms (twenty (20) general classrooms, two (2) music, one (1) art, two (2) Special Education), Administration Offices, and a Multipurpose Room. Outdoor Learning Environments (OLEs), landscaping, and hardscaping including added trees. Improvements necessary to target the District's goal for schoolyards to be thirty (30%) green/natural. Parking resurfacing and Electric Vehicle Supply Equipment (EVSE) Charging Stations. Upgrade utility infrastructure. Fences, gates, site furnishings and accessories. Requirements from the Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), or other improvements to ensure compliance with local, state and federal requirements.

The contractor has worked with the District since 2014.

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

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

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

EXTRA SERVICES / AMENDMENTS FOR ARCHITECTURAL AND ENGINEERING CONTRACTS **$354,334**

Item I

CONTRACT NOS.	1620141/C3074; 1620141/C3074; 1620141/C3074; 1920019/C625; 2220021/C2878; 2420014/C420

Extra services are for design work that is not covered under the original Agreement. October Extra Services are listed at the following link: BOE 100 Extra Services

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

ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF DESIGN-BUILD CONTRACT $142,998,000

ITEM J

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	AMOUNT
Pinner Construction Co., Inc.	2410057	Fairfax HS Authorization to award a formally competed contract for Major Modernization in partnership with DLR Group Inc., selected via design build (Education Code 17250) procurement method. Board Member: Nick Melvoin	$142,998,000 Bond Funds (100%)

Authorization to award a formally competed design-build contract (Education Code Section 17250) selected from two proposals received to design, construct, and deliver the Major Modernization Project at Fairfax HS. *Click here to view project scope, schedule, and budget.*

Pillar 4 of the Strategic Plan is supported by this action.

Contract Term: Contract execution through DSA certification and closeout

Contract Value: $142,998,000

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

Return to Order of Business

TAB 3

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-073-24/25, **Version:** 1

Certification of the Final Environmental Impact Report, Adoption of the Mitigation Monitoring and Reporting Plan, Findings of Fact and Statement of Overriding Considerations for the Irving STEAM Magnet Middle School Major Modernization Project
January 14, 2025
Office of Environmental Health & Safety

Action Proposed:
Review and certify the Final Environmental Impact Report (EIR) and adopt the Findings of Fact, Mitigation Monitoring and Reporting Plan and Statement of Overriding Considerations for the proposed Irving STEAM Magnet Middle School Major Modernization Project (Project) prepared in compliance with the California Environmental Quality Act (CEQA) (Public Resources Code §21000 et seq.) and State CEQA Guidelines (California Code of Regulations, Title 14, Division 6, Chapter 3 §15000 et seq.).

Background:
On October 12, 2021, the Board approved the project definition for site due diligence, planning and feasibility activities necessary to propose scope recommendations, budget and schedule for the proposed Project (Board Report No. 085-21/22). Subsequently, on November 15, 2022, the Board approved the project redefinition for the proposed Project to begin the environmental review, design, procurement and other activities necessary to implement the proposed Project (Board Report No. 074-22/23).

The proposed Project is located within the 11.18-acre school campus at 3010 Estara Avenue within the Glassell Park/Los Feliz neighborhood in the City of Los Angeles (Board District 5, Region West). Irving STEAM Magnet Middle School (School) opened in 1937. All existing buildings were constructed between 1937 and 2004. The campus has been identified eligible as a historic district due to its depiction of a post-Long Beach Earthquake middle school campus that embodies Los Angeles Unified school planning and design concepts of the period and is an example of PWA (Public Works Administration) Moderne architecture applied to a middle school campus. The Administration Building, one-story Classroom Building, Homemaking Building and five relocatable buildings are identified as being located on an earthquake fault. As of the 2023-2024 Electronic Capacity Assessment Review (E-CAR), the School served approximately 800 students in grades 6 through 8 and the projected enrollment for planning purposes is 750 students.

The proposed Project will construct new facilities, including a two-story Classroom Building with 19 general and specialty classrooms and support spaces, library, student store and administration spaces; a one-story Maintenance & Operations Building with office and support spaces; and a one-story City of Angels Building with 2 general classrooms and support spaces. The proposed Project also includes the seismic retrofit of the existing Auditorium and infrastructure upgrades to ensure compliance with the Americans with Disabilities Act. The proposed Project will reduce the School's current capacity and total number of classrooms from 65 to 46 classrooms based on the planned/projected enrollment.

The proposed Project includes the demolition of three permanent buildings (two-story Administration Building, one-story Classroom Building and one-story Homemaking Building) and six relocatable buildings. Interim facilities will be installed to allow the School to remain operational and minimize impact during construction.

The proposed Project also includes utility upgrades; a campus-wide fire alarm upgrade; Internet Protocol (IP) convergence; new parking areas; new outdoor learning environments; the removal and replacement of trees; landscaping and irrigation; hardscaping; fencing, gates and site furnishings.

The Campus is not on any hazardous waste site lists under Section 65962.5 of the Government Code. A Preliminary Environmental Assessment-Equivalent (PEA-E) was conducted for the proposed Project in accordance with the Department of Toxic Substances Control (DTSC) guidelines. A Soil Removal Plan (SRP) would be implemented as part of the proposed Project to address the removal of contaminated soil. Similar reports would be prepared to address suspect asphalt and building materials encountered during construction. There is no direct student or staff exposure to the impacted soils since the affected soils are under asphalt pavement or will be off-limits. The SRP would ensure students and staff are not exposed to impacted soils during the removal work.

The District's Office of Environmental Health & Safety (OEHS) evaluated the proposed Project to determine its potential impacts on the environment in accordance with CEQA, Public Resources Code §21000, et seq., and State CEQA Guidelines, Title 14 California Code of Regulations §15000 et seq. This evaluation, as documented in the Initial Study, resulted in the preparation of a Draft Environmental Impact Report (EIR) (State Clearinghouse Number 2023120006). The Draft EIR focused on seven environmental areas: air quality; cultural resources; greenhouse gas emissions; hazards and hazardous materials; noise and pedestrian safety and transportation and traffic. The analysis documented in the Draft EIR found that the proposed Project would result in significant and unavoidable impacts to cultural resources. A Statement of Overriding Considerations by the Board for this impact will therefore be required.

The Draft EIR also evaluated two alternatives to the proposed Project: (1) No Project/No Development and (2) Retain Entire Administration Building (the Administration Building would remain as-is while other components of the project would proceed). Other alternatives that would rehabilitate or retain a portion of the Administration Building were determined to be infeasible and not further evaluated in the EIR. Both alternatives would result in fewer environmental impacts compared to the proposed Project. However, neither of them meet most of the District's objectives for the School Upgrade Program or the Project-specific objectives for the proposed Project.

The Draft EIR was circulated for a 45-day public review period from September 16, 2024 through October 31, 2024. Copies of the Draft EIR, PEA-E and SRP were available for review electronically on the OEHS website and on the State Clearinghouse website. Printed copies were also made available for public review at OEHS District Headquarters at Beaudry and at Irving STEAM Magnet Middle School.

The Notice of Availability of Draft EIR (Notice of Availability or NOA) was posted on the OEHS website during the public review period, mailed the NOA to all owner/occupants located within a 0.25-mile radius of the Project site, to parents/guardians of students and published the NOI in two local newspapers (Daily News and La Opinión). The NOA was filed with the Los Angeles County Clerk and with the State Clearinghouse for distribution to potentially affected state agencies, and the District mailed copies of the NOA directly to potentially affected state agencies, local agencies, tribal agencies pursuant to AB 52 and known interested parties.

During the public review period, a community meeting was held on October 17, 2024, to provide information about the Project and receive comments on the Draft EIR. The community meeting was advertised along with the NOA through direct mailing to occupants within 0.25-mile of the Project site, door-to-door distribution of event flyers and in two local newspapers (Daily News and La Opinión). The meeting included an overview of the proposed Project and the contents and findings of the Draft EIR and gave faculty, staff, agencies, organizations, parents/guardians and community members the opportunity to make verbal and written comments on the Project and the Draft EIR.

At the end of the public review period, the District received three comment letters from members of the community and verbal comments from individuals during the community meeting. All letters and verbal comments were responded to by the District and are included in the Final EIR, which was circulated for a 10-day agency review period beginning on December 16, 2024.

The District is the "Lead Agency" as defined in State CEQA Guidelines §§15050-15053 and the Board shall review and consider the attached Resolution which certifies the Final EIR and adopts the Findings of Fact, Mitigation Monitoring and Reporting Plan and Statement of Overriding Considerations for the proposed Project.

Expected Outcomes:
Staff anticipates that the Board will review and make a determination on the attached Resolution to certify the Final EIR, adopt the Findings of Fact, Mitigation Monitoring and Reporting Plan and Statement of Overriding Considerations, pursuant to CEQA and State CEQA Guidelines. This action is required for the Board to consider approving the proposed Project.

Board Options and Consequences:
A "yes" vote to certify the Final EIR and adopt the Findings of Fact, Mitigation Monitoring and Reporting Plan and Statement of Overriding Considerations would enable the LAUSD to proceed with the proposed Project as proposed in the Final EIR. A vote of "no" to certify the Final EIR and adopt the Findings of Fact, Mitigation Monitoring and Reporting Plan and Statement of Overriding Considerations would prevent the Board from approving the proposed Project and the proposed Project could not proceed into design and construction.

Policy Implications:
This action helps facilitate the Facilities Services Division Strategic Execution Plan and supports the goals and objectives of the School Upgrade Program (SUP). The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan, Pillar 4 Operational Effectiveness, Modernizing Infrastructure by upgrading facilities to support the instructional program.

Budget Impact:
This action does not have a budget impact.

Student Impact:
The proposed Project, once completed, will help ensure that the students attending the school are provided with safe and updated facilities that support learning.

Equity Impact:
The intent of the major modernization project is to address buildings and grounds that pose a safety concern and have the greatest need for upgrades with emphasis placed on seismic safety, reducing Los Angeles Unified's reliance on relocatable buildings and addressing the most critical/severe physical conditions. While the Project is extensive in nature, less critical items may not be addressed. This approach allows the District to reach more schools with the limited funding available.

Issues and Analysis:
Environmental review of the proposed Project found that, with the incorporation of District Standards and Specifications, mitigation measures, as well as all applicable state, federal and local regulations, there would be significant impacts related to cultural resources as a result of the proposed Project. This evaluation, as documented in the Initial Study and Draft EIR, resulted in the preparation of the Final EIR, Mitigation Monitoring and Reporting Plan, Findings of Fact and Statement of Overriding Considerations.

The District is the "Lead Agency" as defined in the State CEQA Guidelines §§15050-15053, and the Board shall review and consider the MND, MMRP and its supporting documents and comments.

Attachments:
- Attachment A: Resolution of the Los Angeles Unified School District Board of Education Certifying Final EIR and Adopting the Findings of Fact, Mitigation Monitoring and Reporting Plan, and Statement of Overriding Considerations for the proposed Irving Middle School Major Modernization Project

Due to the file size, Attachments B, C & D may be viewed/downloaded from the links below.

- Attachment B: Final EIR (including the Mitigation Monitoring and Reporting Plan)
  Final EIR & Mitigation Monitoring & Reporting Plan <https://drive.google.com/file/d/1FQ-TocY2iszNwxpT5FiQKk0dPb9EIwLA/view?usp=sharing>

- Attachment C: Draft EIR
  Draft EIR <https://drive.google.com/file/d/1SzOCi_nllizWm9jv6toghwi5nhaou0x-/view?usp=sharing>

- Attachment D: Technical Appendices
  Technical Appendices <https://drive.google.com/file/d/1OCSy68sJ6dNqP3ospi2bgbjxn9NsAis9/view?usp=drive_link>

- Attachment E: Findings of Fact and Statement of Overriding Considerations

Linked materials of previously adopted Board reports referenced in the background and policy implications sections:

- Adopted October 21, 2021, Board Report No. 085-21/22
  <https://drive.google.com/file/d/17kLcgQ8nhS4OTKDw0QoEvk1o7b9JY1Q0/view?usp=sharing>

- Adopted November 15, 2022, Board Report No. 074-22/23
  <https://drive.google.com/file/d/1rOfPyabIeppNv9vV-SGiH51IOZCmZR2q/view?usp=sharing>

Informatives:
None.

Submitted:
12/12/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY

JAIME TORRENS
Senior Advisor to the Superintendent

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

APPROVED BY:

CARLOS A. TORRES
Director
Office of Environmental Health & Safety

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Resolution

RESOLUTION OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION CERTIFYING THE FINAL ENVIRONMENTAL IMPACT REPORT, ADOPTING THE MITIGATION MONITORING AND REPORTING PLAN, FINDINGS OF FACT, AND STATEMENT OF OVERRIDING CONSIDERATIONS FOR THE IRVING STEAM MAGNET MIDDLE SCHOOL MAJOR MODERNIZATION PROJECT

Whereas, on October 12, 2021, the Board approved the project definition for site due diligence, planning, and feasibility activities necessary to propose scope recommendations, budget and schedule for the proposed Project (Board Report No. 085-21/22). Subsequently, on November 15, 2022, the Board approved the project redefinition for the proposed Project to begin the environmental review, design, procurement and other activities necessary to implement the proposed Project (Board Report No. 074-22/23); and

Whereas, the proposed Project is located within the 11.18-acre school campus at 3010 Estara Avenue within the Glassell Park/Los Feliz neighborhood in the City of Los Angeles (Board District 5, Region West). Irving STEAM Magnet Middle School (School) opened in 1937. All existing buildings were constructed between 1937 and 2004. The campus has been identified eligible as a historic district due to its depiction of a post-Long Beach Earthquake middle school campus that embodies Los Angeles Unified school planning and design concepts of the period and is an example of PWA (Public Works Administration) Moderne architecture applied to a middle school campus. The Administration Building, one-story Classroom Building, Homemaking Building and five relocatable buildings are identified as being located on an earthquake fault. As of the 2023-2024 Electronic Capacity Assessment Review (E-CAR), the School served approximately 800 students in grades 6 through 8 and the projected enrollment for planning purposes is 750 students; and

Whereas, the proposed Project will construct new facilities, including a two-story Classroom Building with 19 general and specialty classrooms and support spaces, library, student store and administration spaces; a one-story Maintenance & Operations Building with office and support spaces; and a one-story City of Angels Building with 2 general classrooms and support spaces. The proposed Project also includes the seismic retrofit of the existing Auditorium and infrastructure upgrades to ensure compliance with the Americans with Disabilities Act. The proposed Project will reduce the School's current capacity and total number of classrooms from 65 to 46 classrooms based on the planned/projected enrollment; and

Whereas, the proposed Project includes the demolition of three permanent buildings (two-story Administration Building, one-story Classroom Building and one-story Homemaking Building), and six relocatable buildings. Interim facilities will be installed to allow the School to remain operational and minimize impact during construction; and

Whereas, the proposed Project also includes utility upgrades; a campus-wide fire alarm upgrade; Internet Protocol (IP) convergence; new parking areas; new outdoor learning environments; the removal and replacement of trees; landscaping and irrigation; hardscaping; fencing, gates and site furnishings; and

Whereas, the Campus is not on any hazardous waste site lists under Section 65962.5 of the Government Code. A Preliminary Environmental Assessment-Equivalent (PEA-E) was conducted for the proposed Project in accordance with the Department of Toxic Substances Control (DTSC) guidelines. A Soil Removal Plan (SRP) would be implemented as part of the proposed Project to address the removal of contaminated soil. Similar reports would be prepared to address suspect asphalt and building materials encountered during construction. There is no direct student or staff exposure to the impacted soils since the affected soils are under asphalt pavement or will be off-limits. The SRP would ensure students and staff are not exposed to impacted soils during the removal work; and

Whereas, the District's Office of Environmental Health & Safety (OEHS) evaluated the proposed Project to determine its potential impacts on the environment in accordance with CEQA, Public Resources Code §21000, et seq., and State CEQA Guidelines, Title 14 California Code of Regulations §15000 et seq. This evaluation, as documented in the Initial Study, resulted in the preparation of a Draft Environmental Impact Report (EIR) (State Clearinghouse Number 2023120006). The Draft EIR focused on seven environmental areas: air quality; cultural resources; greenhouse gas emissions; hazards and hazardous materials; noise; and pedestrian safety and transportation and traffic. The analysis documented in the Draft EIR found that the proposed Project would result in significant and unavoidable impacts to cultural resources. A Statement of Overriding Considerations by the Board for this impact will therefore be required; and

Whereas, the Draft EIR also evaluated two Alternatives to the proposed Project: (1) No Project/No Development and (2) Retain Entire Administration Building (the Administration Building would remain as-is while other components of the project would proceed). Other alternatives that would rehabilitate or retain a portion of the Administration Building were determined to be infeasible and not further evaluated in the EIR. Both alternatives would result in fewer environmental impacts compared to the proposed Project. However, neither of them meet most of the District's objectives for the School Upgrade Program or the Project-specific objectives for the proposed Project; and

Whereas, the Draft EIR was circulated for a 45-day public review period from September 16, 2024 through October 31, 2024. Copies of the Draft EIR, PEA-E and SRP were available for review electronically on the OEHS website and on the State Clearinghouse website. Printed copies were also made available for public review at OEHS District Headquarters at Beaudry and at Irving STEAM Magnet Middle School; and

Whereas, the Notice of Availability of Draft EIR (Notice of Availability or NOA) was posted on the OEHS website during the public review period, mailed the NOA to all owner/occupants located within a 0.25-mile radius of the Project site, to parents/guardians of students and published the NOI in two local newspapers (Daily News and La Opinión). The NOA was filed with the Los Angeles County Clerk and with the State Clearinghouse for distribution to potentially affected State agencies, and the District mailed copies of the NOA directly to potentially affected state agencies, local agencies, tribal agencies pursuant to AB 52 and known interested parties; and

Whereas, during the public review period, a community meeting was held on October 17, 2024, to provide

information about the Project and receive comments on the Draft EIR. The community meeting was advertised along with the NOA through direct mailing to occupants within 0.25-mile of the Project site, door-to-door distribution of event flyers and in two local newspapers (Daily News and La Opinión). The meeting included an overview of the proposed Project and the contents and findings of the Draft EIR and gave faculty, staff, agencies, organizations, parents/guardians, and community members the opportunity to make verbal and written comments on the Project and the Draft EIR; and

Whereas, at the end of the public review period, the District received three comment letters from members of the community and verbal comments from individuals during the community meeting. All letters and verbal comments were responded to by the District and are included in the Final EIR, which was circulated for a 10-day agency review period beginning on December 16, 2024; and

Whereas, the District is the "Lead Agency" as defined in State CEQA Guidelines §§15050-15053, and the Board shall review and consider the attached Resolution which certifies the Final EIR and adopts the Findings of Fact, Mitigation Monitoring and Reporting Plan and Statement of Overriding Considerations for the proposed Project.

Resolved, that the Board finds that:

The Project may not have an adverse effect on fish and wildlife, as referenced in §711.2 of the Fish and Game Code; and

The presumption of adverse effect set forth in California Code of Regulations, Title 14, §753.5(d) does not apply; and be it

Resolved further, that the Board hereby:

1. Finds that the Final EIR was completed in compliance with CEQA and State CEQA Guidelines, as amended; and

2. Finds that the Final EIR reflects the District's independent judgment and analysis; and

3. Finds that the Board reviewed and considered the information in the Final EIR before making a decision to approve the Project; and

4. Certifies the Final EIR; and

5. Adopts Findings of Fact; and

6. Adopts the Mitigation Monitoring and Reporting Plan for mitigation measures identified in the Final EIR; and

7. Adopts a Statement of Overriding Considerations; and be it

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Resolution

Resolved further, that the Board specifies that the record of proceedings on which the Board's decision is based is located at the Los Angeles Unified School District, Office of Environmental Health and Safety, 333 South Beaudry Avenue, 21st Floor, Los Angeles, California and the custodian of the record of proceedings is the Office of Environmental Health and Safety.

PASSED, APPROVED AND ADOPTED this 14th day of January 2025, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Michael McLean
Executive Officer of the Board of Education

Date

Attachment B:

Final EIR (including the Mitigation Monitoring and Reporting Plan)

Due to the file size, Attachments B may be viewed/downloaded from the links below.

https://drive.google.com/file/d/1FQ-TocY2iszNwxpT5FiQKk0dPb9EIwLA/view

Attachment C:

Draft EIR

Due to the file size, Attachments B may be viewed/downloaded from the links below.

https://drive.google.com/file/d/1SzOCi_nllizWm9jv6toghwi5nhaou0x-/view

Attachment D:

Technical Appendices

Due to the file size, Attachments B may be viewed/downloaded from the links below.

https://drive.google.com/file/d/1OCSy68sJ6dNqP3ospi2bgbjxn9NsAis9/view

November 2024 | Findings of Fact and Statement of Overriding Considerations
State Clearinghouse No. 2023120006

Irving Middle School
Major Modernization Project

Prepared for:

Los Angeles Unified School District
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Irving Middle School
Major Modernization Project

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IRVING MIDDLE SCHOOL MAJOR MODERNIZATION PROJECT

Findings of Fact and Statement of Overriding Consideration

1. Background and Introduction

1.1 Project Overview

The LAUSD bond program began in 1997 with the initial focus on addressing overcrowded conditions—including the use of year-round multitrack calendars and busing of students to less crowded campuses—by providing new schools with traditional calendars. This goal was met with the opening of 131 new schools for K–12 students, allowing students to attend schools in their neighborhoods operating on a two-semester, single-track calendar. Since the completion of the New School Construction Program, the District's focus has shifted from constructing new facilities to correct decades of overcrowding, to addressing aging existing school facilities. The District's priority is to upgrade existing facilities and provide additional facilities to achieve the educational benefits of smaller learning environments.[1]

In 2014, the District embarked on a new bond-funded construction program known as the School Upgrade Program (SUP). Projects developed under the SUP framework focus on upgrading, modernizing, and replacing aging and deteriorating school facilities; updating technology; and addressing facilities inequities. Initially in 2014, $7.85 billion was allocated for the development of school projects. Since that time, new sources of funds have been allocated to the program, increasing the total amount of funds to support the development of projects to $9.2 billion. To date, nearly 2,000 projects valued at approximately $1.5 billion have been funded by the SUP and completed by LAUSD Facilities, and nearly 690 additional projects valued at approximately $5.4 billion are underway. The Program EIR for the 2014 SUP was certified by the Board on November 10, 2015.

Measure RR was passed in 2020 to help address the significant and unfunded needs of Los Angeles public school facilities. Measure RR is a $7 billion bond measure aimed at continuing the funding for improvement of facilities and technology, upgrade of existing facilities, as well as increased safety measures amid the COVID-19 pandemic. On August 24, 2021, the Board updated the SUP to allocate the Measure RR funds, adjusted the categories and spending targets within the program, and approved the Measure RR Implementation Plan to help guide the identification of sites and development of project proposals. Accordingly, the 2015 SUP Program EIR has since been replaced by the 2023 Subsequent Program EIR (SPEIR) that was certified by the Board on December 12, 2023.[2]

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1 Los Angeles Unified School District, Facilities Services Division. 2023. Strategic Execution Plan, p. 1.

2 Los Angeles Unified School District. 2023. *Subsequent Program EIR for the School Upgrade Program*. http://achieve.lausd.net/ceqa

The bond program is now focused on improving equity between newer and older schools so that every student has an equal opportunity for success. The updated SUP framework and the Measure RR Implementation Plan reflect the goals of and priorities for Measure RR, as outlined in the bond language approved by voters and the Proposed 2020 Bond Funding Priorities Package previously adopted by the Board. Moreover, they also reflect the input solicited earlier this year from Community of Schools Administrators and Local District leadership. The overarching goals and principals of the SUP, which will drive the development of future projects, are to upgrade, modernize, and replace aging and deteriorating District school facilities; update technology; and address District school facilities inequities to provide students with physically and environmentally safe, secure, and updated school facilities that support 21st-century learning.[3]

On October 12, 2021, the Board approved the project definition for site due diligence, planning, and feasibility activities for the Project to identify and prioritize the improvements needed at the Campus. On November 15, 2022, the Board approved the redefinition of the Project to provide facilities that are safe, secure, and better aligned with the current instructional program. The Project is designed to address the most critical physical concerns of the building and grounds at the Campus while providing renovations, modernizations, and reconfiguration as needed.[4]

The Project has been developed under the LAUSD's SUP to provide Measure RR funding to give every student access to safe, secure, and updated schools. Irving MS was identified as one of seven schools in the District most in need of an upgrade due to the physical condition of the facilities.[5] The primary objective of the Project is to address the most critical physical conditions and essential safety of the site, which includes alleviating seismic and structural risks discovered on the Campus. The three buildings on the Assembly Bill (AB) 300 list (Administration Building, Auditorium, and Physical Education Building) have structural deficiencies. The Administration Building has insufficient seismic gaps, overstressed shear walls and diaphragm openings that are too large. The Auditorium has insufficient wall anchorage and diagonal sheathing at the diaphragm. The Physical Education Building was found to have overstressed shear walls and insufficient wall anchorage at the diaphragm.

A fault is a fracture or zone of fractures between two blocks of rock.[6] Faults allow the blocks to move relative to each other. This movement may occur rapidly, in the form of an earthquake, or may occur slowly, in the form of creep. As stated in the Initial Study (Appendix 1 to the Draft EIR) and the Geotechnical Investigation Report (Appendix D to the Initial Study), multiple known earthquake faults have been mapped beneath the Campus. The Hollywood Fault is estimated to be located in the southern corner of the Campus running west beneath the New Classroom Building and the Soccer Field; the Raymond Fault is estimated to be located in the

[3] Based on: Los Angeles Unified School District, Facilities Services Division. August 24, 2021. Board of Education Report, Update to the School Upgrade Program to Integrate Measure RR Funding and Priorities.

[4] Los Angeles Unified School District. 2015. LAUSD Board of Education Report – Amendment to the Facilities Services Division Strategic Execution Plan to Approve Project Definitions for 11 Comprehensive Modernization Project. Report. 16/17 ed. Vol. 205.

[5] Los Angeles Unified School District. November 15, 2022. Board of Education Report (File #: Rep-074-22/23). Approve the Redefinition of Five Major Modernization Projects at 49th Street Elementary School, Canoga Park High School, Garfield High School, Irving Middle School, and Sylmar Charter High School, and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein.

[6] U.S. Geological Survey (USGS). N.d. What Is a Fault and What Are The Different Types? https://www.usgs.gov/faqs/what-a-fault-and-what-are-different-types (accessed August 20, 2024).

north corner of the site running west beneath the Athletic Field; and a postulated fault is estimated to run west beneath the Homemaking Building, Classroom Building, Administration Building, and six bungalows. The Geotechnical Investigation mapped a postulated fault zone and 50-foot zone on either side of the fault zone to be excluded from new structure construction (see Figure 2, *Site Geologic Map*, in Appendix 1-D).

The Physical Education Building, while not located on the fault, is located within the 50-foot setback area where no new structure construction would occur under the Project. The Administration Building is located within the fault zone. The Classroom Building, Homemaking Building, New Classroom Building, Shop Building #2, and all six bungalow classrooms are also located in the fault zone.

1.2 Public Involvement and EIR Scoping

Pursuant to Section 15082 of the CEQA Guidelines, the lead agency is required to send a Notice of Preparation (NOP) stating that a Draft EIR will be prepared to the Governor's Office of Land Use and Climate Innovation (formerly the state Office of Planning and Research), responsible and trustee agencies, and federal agencies involved in funding or approving the Project, and County Clerk. The NOP must provide sufficient information for responsible agencies to make a meaningful response. At a minimum, the NOP must include a description of the project, location of the project, and probable environmental effects of the project (CEQA Guidelines Section 15082(a)(1)). Within 30 days after receiving the NOP, responsible and trustee agencies and the Office of Land Use and Climate Innovation shall provide the lead agency with specific detail about the scope and content of the environmental information related to that agency's area of statutory responsibility that must be included in the Draft EIR (CEQA Guidelines Section 15082(b)).

On December 1, 2023, in accordance with Sections 15063 and 15082 of the CEQA Guidelines, LAUSD published a NOP for the Draft EIR and circulated it to government agencies, elected officials, organizations, and persons who may be interested in the Project, including nearby landowners, student parents and/or legal guardians, homeowners, and tenants. The NOP requested comments on the scope of the Draft EIR and asked that those agencies with regulatory authority over any aspect of the Project describe that authority. The 35-day comment period went through January 5, 2024. The NOP provided a general description of the Project, a description of the Project area, and a preliminary list of potential environmental impacts.

On December 6, 2023, in accordance with CEQA Section 21083.9,[7] LAUSD sponsored a public scoping meeting to obtain comments from interested parties on the scope of the Draft EIR. The purpose of the meeting was to present the Project to the public through use of display maps, diagrams, and a presentation describing the Project components and potential environmental impacts. LAUSD staff and members of the local community attended the scoping meeting. Attendees were provided an opportunity to voice comments or concerns regarding potential effects of the Project. The issues addressed by participants are summarized and included in the Draft EIR as part of Appendix A. Five comment letters were received in response to the NOP, two comment cards were provided during the public scoping meeting, and a transcript from the public scoping meeting recorded verbal comments. Specific environmental concerns that were raised in the comments received on the NOP are discussed in Table 1.3-1, *Summary of NOP Comments*, of the Draft EIR.

[7] CEQA Section 21083.9 requires that a lead agency call at least one scoping meeting for a project of statewide, regional, or area wide significance.

Based on comments received during the scoping period, changes were made to the scope of the Project to reduce and/or avoid environmental effects. CEQA Guidelines Section 15083 encourages early consultation with interested parties to help identify "the range of actions, alternatives, mitigation measures, and significant effects to be analyzed in depth in an EIR and in eliminating from detailed study issues found not to be important." The revised Project Description is detailed in Chapter 2 of the Draft EIR.

The Draft EIR for the Irving MS Major Modernization Project was circulated for public review for 45 days between September 16, 2024, and October 31, 2024. While Section 15087 of the State CEQA Guidelines only requires giving notice by at least one of three prescribed methods, the District elected to use two of the prescribed methods in an effort to notify as wide an audience as possible. A Notice of Availability (NOA) of the Draft EIR was published in the *Los Angeles Daily News* and *La Opinión* and was also posted at the Project site. The NOA was distributed to responsible and trustee agencies, regulatory agencies, and other interested parties and stakeholders via certified mail. In addition, the NOA was distributed to all students and staff at Irving MS, and was distributed to all student guardians via direct mail.

The Draft EIR, Preliminary Environmental Assessment - Equivalent (PEA-E), and Soil Removal Plan (SRP) were made available for public review at the following locations:

- LAUSD Office of Environmental Health and Safety - 333 South Beaudry Avenue, 21st Los Angeles, CA 90017
- Irving Middle School Main Office – 3010 Estara Avenue, Los Angeles, California 90065

An electronic copy of the Draft EIR was also posted on the LAUSD OEHS website (http://achieve.lausd.net/CEQA) and the California State Clearinghouse website (https://ceqanet.opr.ca.gov).

A public meeting to solicit comments on the Draft EIR was held on October 17, 2024, for public comment. The meeting was transcribed, and the public comments are included as part of the Final EIR (Chapter 9, *Comment Letters and Response to Comments*). In addition, LAUSD received three comment letters during the public review period from individuals. Specific environmental concerns that were raised in the comments received on the NOA are discussed in Chapter 9 of the Final EIR.

2. Project Summary

2.1 Project Location

The approximately 11.2-acre Irving MS Campus is located at 3010 Estara Avenue (APNs 5458-019-900 [main parcel], 5458-018-903 [southwest of Moss Avenue], 5458-018-904, 5458-018-905, 5458-018-906, 5458-018-907, 5458-018-908, 5458-018-909, 5458-018-910, 5458-018-911, 5458-018-912, 5458-018-913, 5458-018-914, 5458-018-915, 5458-018-916, and 5458-018-917) in the community of Northeast Los Angeles (neighborhood of Glassell Park) within the City of Los Angeles (City) in Los Angeles County.[8] Within LAUSD, Irving MS is a part of Region West and the Board District 5. Regional access to the site is from State Route 2 by exiting on San Fernando Road, traveling northwest on San Fernando Road for approximately 0.2 miles, and then traveling northeast on Fletcher Drive for approximately 0.2 miles.

The Project site is bounded by Fletcher Drive to the northwest, Estara Avenue to the northeast, Marguerite Street to the southeast, West Avenue 32 to the southwest, and residential properties and neighborhood commercial properties in the western corner. Additionally, Moss Avenue and Roswell Street are City-owned rights-of-way that run through the Campus and connect Fletcher Drive to Estara Avenue. The Project does not involve any structural work on the City streets; therefore, the Project site consists of 11.2 acres of the Campus, not including the City rights-of-way. Additionally, there may be some asphalt replacement and parking lot restriping occurring on these streets. Regionally, the Project site is approximately 0.01 miles north and approximately 0.1 miles west of State Route 2, approximately 1.5 miles east of I-5, and approximately 2.6 miles south of State Route 134.

The Campus is located on the U.S. Geological Survey (USGS) 7.5-minute series Los Angeles quadrangle, within a valley between the San Rafael Hills to the north (with elevations of 1,600+ feet above mean sea level [msl]), the hills of Mount Washington to the east (with elevations of 900+ feet above msl), Elysian Heights to the south (with elevations of 650+ feet above msl), and Griffith Park to the west (with elevations of 1,400+ feet above msl). The Project site is sloped downwards on all sides from the Campus core towards the surrounding land uses, with the lowest point in the southernmost corner, and has an elevation that ranges from approximately 390–391 to 415–416 feet above msl.

2.2 Project Characteristics

The Project addressed in this Findings of Fact and Statement of Overriding Considerations is the Washington Irving MS Major Modernization Project. Irving MS currently primarily serves Grades 6 through 8 (middle school) through a Science, Technology, Engineering, Art, and Math (STEAM) Magnet Program and hosts two additional specialized instructional programs in addition to the STEAM Magnet Program: Isana Octavia Charter (kindergarten [K] through 8th grade) and City of Angels Community School (K through 12th grade). In total, the Campus currently has an enrollment of approximately 1,100 students.

[8] City of Los Angeles. N.d. ZIMAS. https://zimas.lacity.org/ (accessed August 22, 2023).

The Project would include modernization of the Irving MS Campus as part of LAUSD's School Upgrade Program (SUP) to facilitate a safe and secure Campus that is better aligned with the current instructional program and meets current Division of the State Architect (DSA) requirements and educational specifications. Structurally vulnerable buildings located on an identified earthquake fault would be demolished and replaced by a new building that would improve educational quality and safety for students and staff. The Project also includes essential upgrades including seismic retrofit of the Auditorium Building outside of the earthquake fault, the removal of barriers and other accessibility upgrades, and various landscape and hardscape improvements. The Project would result in demolition and/or modifications to existing buildings, including historic buildings and resources. However, the Project would be designed to preserve and/or enhance character-defining features associated with the Campus, while avoiding the earthquake fault. Additionally, the Project would be designed and implemented in a manner that complies with the LAUSD Design Guidelines and Treatment Approaches for Historic Schools. Upon completion of Project construction, the Project would reduce the total number of standard classrooms on the Campus from 65 to 46 to accommodate the long-term needs of the school and community, while providing additional outdoor learning and gathering spaces for its students. The Project would include the following changes to Campus Buildings:

- 62,442 square feet of permanent building demolition, located directly over the identified earthquake fault (Homemaking Building, Classroom Building, and Administration Building)
- 12,172 square feet of portable building removal, six relocatable buildings in the northwest corner of the Campus and one accessory service structure
- 62,000 square feet of new building construction:
    - One, approximately 56,000-square-foot, two-story building that would house 19 classrooms and support spaces, administration offices, library, and other building service spaces
    - One, approximately 2,500-square-foot, Maintenance and Operation (M&O) Building
    - One, approximately 3,500-square-foot, modular building accommodating two classrooms and support spaces to be used by the City of Angels Community School to the north of the identified fault and vacated Moss Avenue cul-de-sac
- 14,957 square feet of permanent building seismic retrofit for the Auditorium
- 64,485 square feet of existing building to remain

The Project also provides for ADA upgrades impacted by the Project scope. Interim housing would be provided to ensure the school is fully operational throughout construction. After completion of the Project, the City of Angels Community School program would remain elsewhere on Campus, and the Isana Octavia Charter School would be relocated off Campus. The Project would not result in an increase in enrollment at Irving MS; it would modernize the existing school for the safety of existing students.

The Project would improve portions of the parking lots and playgrounds that are located on District property. Any areas located directly above the fault would be transformed into outdoors areas, such as hardscape, landscape, or parking areas. The Project does not anticipate any reconfiguration or relocation of the four

existing vehicular points of entry. One new vehicular point of entry would be added along Marguerite Street to provide access to new parking stalls. With development of the Project, all existing pedestrian points of entry would remain except for "Octavia Gate 3," which serves as the City of Angels Entrance along Fletcher Drive. This entrance would be relocated, as the City of Angels would be relocated on-Campus.

On-Campus circulation would be modified due to new and reconfigured landscaped, hardscaped, and parking areas on Campus. Campus parking would be reduced from 149 existing spaces by 69 parking spaces during construction and replaced with 24 new parking spaces for an overall total of 104 parking spaces for the Project. The Project would remove approximately 45 parking spaces south of Roswell Street in order to accommodate the new Administration and Classroom Building. Additional parking spaces on the Campus may be removed and/or reconfigured to accommodate new landscaping or hardscape areas, such as basketball courts. Upon completion of the Project, the minimum parking requirements would be either met or exceeded. Required parking and adequate vehicle circulation also would be maintained throughout the duration of construction.

2.3 Project Objectives

State CEQA Guidelines Section 15124 requires an EIR to include a statement of objectives sought by a proposed project. Four objectives have been established for the SUP and will aid decision makers in their review of the Project and associated environmental impacts:

1. Repair aging schools and improve student safety.
2. Upgrade schools to modern technology and educational needs.
3. Create capacity to attract, retain, and graduate more students through a comprehensive portfolio of small, high-quality pre-K through adult schools.
4. Promote healthier environment through green technology.

Furthermore, the District has established six core principles/objectives for the scoping of major modernization projects. The core principles of major modernization project scoping are as follows:[9]

1. Buildings meeting AB 300 criteria for seismic evaluation may be addressed, to the extent feasible, with a focus on those determined to have a high seismic vulnerability, through retrofit, removal, or seismic modernization, which will be determined based on an assessment of the seismic vulnerability of the building(s), the historic context of the building/site, actual or potential impact to the learning environment, site layout, and the approach that best ensures compliance with Division of the State Architect (DSA) requirements.

[9] Los Angeles Unified School District. November 15, 2022. Board of Education Report (File #: Rep-074-22/23). Approve the Redefinition of Five Major Modernization Projects at 49th Street Elementary School, Canoga Park High School, Garfield High School, Irving Middle School, and Sylmar Charter High School, and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein.

2. The buildings, grounds, and site infrastructure that have significant/severe physical conditions that already do or are highly likely in the near future to pose a health and safety risk, or negatively impact a school's ability to deliver the instructional program and/or operate may be addressed by repair or replacement.

3. The District reliance on relocatable buildings, especially for K–12 instruction, should be reduced.

4. Necessary and prioritized upgrades must be made throughout the school site in order to comply with the program accessibility requirements of the Americans with Disabilities Act (ADA) Title II Regulations, and the District's Self-Evaluation and Transition Plan under Title II of the ADA.

5. The exterior conditions of the school site will be enhanced around new buildings and/or areas impacted by construction to improve the visual appearance including landscape and hardscape.

6. Outdoor learning environments will be developed where the site layout and project planning provide the opportunity.

The Project would substantially modernize the Irving MS Campus. The Project would be completed under LAUSD's SUP. As such, the goals of the Project are consistent with the SUP's goal to build, modernize, and repair school facilities to improve student health, safety, and educational quality.[10]

LAUSD has established the following objectives for the Project:

- **Objective #1:** Buildings meeting AB 300 criteria for seismic evaluation may be addressed, to the extent feasible, with a focus on those determined to have a high seismic vulnerability, through retrofit, removal, or seismic modernization, which will be determined based on an assessment of the seismic vulnerability of the building(s), the historic context of the building/site, actual or potential impact to the learning environment, site layout, and the approach that best ensures compliance with Division of the State Architect (DSA) requirements.

- **Objective #2:** The buildings, grounds, and site infrastructure that have significant/severe physical conditions that already do or are highly likely in the near future to pose a health and safety risk, or negatively impact a school's ability to deliver the instructional program and/or operate may be addressed by repair or replacement.

- **Objective #3:** The District reliance on relocatable buildings, especially for K–12 instruction, should be reduced.

- **Objective #4:** Necessary and prioritized upgrades must be made throughout the school site in order to comply with the program accessibility requirements of the Americans with Disabilities Act (ADA) Title II Regulations, and the District's Self-Evaluation and Transition Plan under Title II of the ADA.

[10] Los Angeles Unified School District. 2023. *Subsequent Program EIR for the School Upgrade Program*. http://achieve.lausd.net/ceqa

- **Objective #5:** The exterior conditions of the school site will be enhanced around new buildings and/or areas impacted by construction to improve the visual appearance including landscape and hardscape.

- **Objective #6:** Outdoor learning environments will be developed where the site layout and project planning provide the opportunity.

3. Environmental Findings

3.1 Findings Regarding Impacts Identified in the Initial Study to Be Less than Significant and Requiring No Further Study

The Initial Study that was prepared for the Project and circulated with the NOP determined that some of the impacts would not occur or would be less than significant; therefore, these impact topics were not further analyzed in the EIR. Refer to Appendix 1 of the Draft for the Initial Study.

Aesthetics

- **Scenic Vista** – Less than Significant Impact
- **Scenic Resources** – No Impact
- **Visual Character** – Less than Significant Impact
- **Light and Glare** – Less than Significant Impact

Agriculture and Forestry Resources

- **Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance** – No Impact
- **Williamson Act Contract** – No Impact
- **Timberland** – No Impact
- **Forest Land** – No Impact
- **Other Changes** – No Impact

Air Quality

- **Odors** – Less than Significant Impact

Biological Resources

- **Candidate, Sensitive, or Special Status Species** – No Impact
- **Riparian Habitat/Sensitive Natural Community** – No Impact
- **Wetlands** – No Impact
- **Wildlife Migration** - Less than Significant Impact
- **Local Policies/Ordinances Protecting Biological Resources** – Less than Significant Impact
- **Conservation Planning** – No Impact

Cultural Resources

- **Archaeological Resource** – Less than Significant Impact
- **Human Remains** – Less than Significant Impact

Energy

- **Energy Consumption –** Less than Significant Impact
- **State/Local Plan –** No Impact

Geology and Soils

- **Alquist-Priolo Fault Rupture** – No Impact
- **Seismic Ground Shaking** – No Impact
- **Ground Failure including Liquefaction** – No Impact
- **Landslides** – No Impact
- **Erosion or Loss of Topsoil** – Less than Significant Impact
- **Unstable Geologic Unit** – Less than Significant Impact
- **Expansive Soils** – Less than Significant Impact
- **Septic Tanks** – No Impact
- **Paleontological Resource** – Less than Significant Impact

Hazards and Hazardous Materials

- **Airport Land Use Plan** – No Impact
- **Emergency Planning** – No Impact
- **Wildland Fires** – No Impact

Hydrology and Water Quality

- **Water Quality Standards** – Less than Significant Impact
- **Groundwater Recharge** – No Impact
- **On- or Off-site Erosion or Siltation** – No Impact
- **On- or Off-site Flooding** – Less than Significant Impact
- **Runoff Water Quality** – No Impact
- **Flood Flows** – No Impact
- **Inundation by seiche, tsunami, or mudflow** – No Impact
- **Runoff –** No Impact

Land Use and Planning

- **Divide an Established Community** – No Impact
- **Conflict with Applicable Plans and/or Policies** – No Impact

Mineral Resources

- **Regional Mineral Resources** – No Impact
- **Local Mineral Resources** – No Impact

Noise

- **Private Airstrips** – No Impact

Population and Housing

- **Population Growth** – No Impact
- **Displacement of People/Housing** – No Impact

Public Services

- **Fire Protection** – No Impact
- **Police Protection** – No Impact
- **Schools** – No Impact
- **Parks** – No Impact
- **Other Public Facilities** – No Impact

Recreation

- **Accelerated Deterioration of Existing Facilities** – No Impact
- **Construction or Expansion of Recreational Facilities Causing Adverse Physical Effect on Environment** – No Impact

Transportation and Circulation

- **Vehicle Miles Traveled** – Less than Significant Impact

Tribal Cultural Resources

- **Tribal Cultural Resources** – Less than Significant Impact
- **California Register of Historical Resources** – Less than Significant Impact
- **Significance to Native American Tribe** – Less than Significant Impact

Utilities

- **Construction or Relocation of water, wastewater treatment or stormwater drainage, electric power, natural gas, telecommunication facilities –** No Impact
- **Water Supplies** – No Impact
- **Inadequate Wastewater Treatment Capacity** – No Impact
- **Landfill Capacity** – No Impact
- **Solid Waste Regulations** – No Impact

Wildfire

- **Located in High Fire Severity Zone** – Less than Significant Impact
- **Emergency plans** – Less then Significant Impact
- **Pollutant Concentration** – Less than Significant Impact
- **Require Installation of Infrastructure That May Impact the Environment** – Less than Significant Impact
- **Exposure to Flooding/Landslides** – Less than Significant Impact

3.2 Findings Regarding Impacts Identified in the EIR to Be Less than Significant and Requiring No Mitigation

Air Quality

Impact 3.1-1: The Project would result in less than significant impacts in relation to conflict with, or obstruct, implementation of the applicable air quality plan.

Impact 3.1-2: The Project would result in less than significant impacts in relation to a cumulatively considerable net increase of any criteria pollutant for which the project region is non-attainment under an applicable federal or state ambient air quality standard.

Impact 3.2-3: The Project would result in less than significant impacts in relation to exposing sensitive receptors to substantial pollutant concentrations.

Cumulative Impacts

The Project would result in less than significant impacts in relation to resulting in a cumulatively considerable impact in relation to conflict with, or obstruct, implementation of the applicable air quality plan.

The Project would result in less than significant impacts in relation to a net increase of any criteria pollutant for which the project region is non-attainment under an applicable federal or state ambient air quality standard.

The Project would result in less than significant impacts in relation to a cumulatively considerable impact in relation to exposing sensitive receptors to substantial pollutant concentrations.

Cultural Resources

Cumulative Impacts

The Project would result in less than significant impacts in relation to a cumulatively considerable impact in relation to a substantial adverse change in the significance of a historical resource pursuant to Section 15064.5.

Greenhouse Gas Emissions

Impact 3.3.1: The Project would result in less than significant impacts in relation to generating greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment.

Impact 3.3.2: The Project would result in no impacts in relation to conflict with an applicable plan, policy or regulation adopted for the purpose of reducing the emissions of greenhouse gases.

Cumulative Impacts

The Project would result in less than significant impacts in relation to a cumulatively considerable impact in relation to generating greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment.

The Project would result in no impacts in relation to a cumulatively considerable impact in relation to conflict with an applicable plan, policy or regulation adopted for the purpose of reducing the emissions of greenhouse gases.

Hazards and Hazardous Materials

Cumulative Impacts

The Project would result in less than significant impacts in relation to a cumulatively considerable impact in relation to creating a significant hazard to the public or the environment through the routine transport, storage, production, use, or disposal of hazardous materials.

The Project would result in less than significant impacts in relation to a cumulatively considerable impact in relation to reasonably foreseeable upset and accident conditions involving the release of hazardous materials or waste into the environment.

The Project would result in less than significant impacts in relation to a cumulatively considerable impact in relation to emitting hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school.

The Project would result in no impacts in relation to a cumulatively considerable impact in relation to being located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code § 65962.5 and, as a result, would it create a significant hazard to the public or the environment.

Noise

Impact 3.5-1: The Project would result in less than significant impacts in relation to generation of a substantial temporary or permanent increase in ambient noise levels in the vicinity of the project in excess of standards established in the local general plan or noise ordinance, or in other applicable local, state, or federal standards.

Impact 3.5-2: The Project would result in less than significant impacts in relation to generation of excessive groundborne vibration or groundborne noise levels.

Cumulative Impacts

The Project would result in less than significant impacts in relation to a cumulatively considerable impact in relation to generation of a substantial temporary or permanent increase in ambient noise levels in the vicinity of the project in excess of standards established in the local general plan or noise ordinance, or in other applicable local, state, or federal standards.

The Project would result in less than significant impacts in relation to a cumulatively considerable impact in relation to generation of excessive groundborne vibration or groundborne noise levels.

Pedestrian Safety

Impact 3.6-1: The Project would result in less than significant impacts in relation to substantially increasing vehicular and/or pedestrian safety hazards due to a design feature or incompatible uses.

Impact 3.6-2: The Project would result in less than significant impacts in relation to creating unsafe routes to schools for students walking from local neighborhoods.

Impact 3.6-3: The Project would result in less than significant impacts in relation to being located on a site that is adjacent to or near a major arterial roadway or freeway that may pose a safety hazard.

Cumulative Impacts

The Project would result in less than significant impacts in relation to a cumulatively considerable impact in relation to substantially increasing vehicular and/or pedestrian safety hazards due to a design feature or incompatible uses.

The Project would result in less than significant impacts in relation to a cumulatively considerable impact in relation to creating unsafe routes to schools for students walking from local neighborhoods.

The Project would result in less than significant impacts in relation to being located on a site that is adjacent to or near a major arterial roadway or freeway that may pose a safety hazard.

Transportation

Impact 3.7-1: The Project would result in less than significant impacts in relation to conflict with a program, plan, ordinance, or policy addressing the circulation system, including transit, roadway, bicycle, and pedestrian facilities.

Impact 3.7-3: The Project would result in less than significant impacts in relation to substantially increasing hazards due to a geometric design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment).

Impact 3.7-4: The Project would result in less than significant impacts in relation to resulting in inadequate emergency access.

Cumulative Impacts

The Project would result in less than significant impacts in relation to a cumulatively considerable impact in relation to conflict with a program, plan, ordinance, or policy addressing the circulation system, including transit, roadway, bicycle, and pedestrian facilities.

The Project would result in less than significant impacts in relation to a cumulatively considerable impact in relation to substantially increasing hazards due to a geometric design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment).

The Project would result in less than significant impacts in relation to resulting in a cumulatively considerable impact in relation to inadequate emergency access.

3.3 Findings Regarding Impacts Analyzed in the EIR and Determined to Be Significant but Mitigated to Less than Significant

Hazards and Hazardous Materials

Impact 3.4-1: The Project could create a significant hazard to the public or the environment through the routine transport, storage, production, use, or disposal of hazardous materials.

Facts in Support of the Finding

Pre-construction: Pre-construction activities could result in significant impacts with regard to the routine transport, storage, production, use or disposal of hazardous materials as a result of removal and transport of potentially hazardous materials located within the building, removal and transport of an underground storage tank (UST) and removal and transport of impacted soils. The Preliminary Environmental Assessment Equivalent (PEA-E; Appendix 1-F to the Draft EIR) determined if the soil with the highest concentrations of arsenic is removed (approximately 0.5 foot of topsoil), then the 95% upper confidence limit for arsenic can be reduced to 6.43 milligrams per kilogram (mg/kg), bringing it below the LAUSD's screening level of 12 mg/kg. Asbestos-impacted soil is a heath concern if the soil is disturbed, and the PEA-E recommended removal of the shallow soil prior to invasive activities at these locations in accordance with the SCAQMD Rule 1403 Asbestos Demolition and Removal standards.

As a result of the potential impacts of removal, transport, and disposal of impacted soils and the UST, CES developed a Draft Soil Removal Plan (SRP; Appendix 4 to the Draft EIR) that addresses the transport, storage, and disposal of potentially hazardous soils on the site and subsequently addressed potential for impacts during pre-construction via a set of requirements for impacted soil transport and UST removal, which are outlined in the plan. The SRP provides instructions for excavation and offsite disposal of arsenic- and asbestos-impacted soil in accordance with LAUSD standards. The SRP also provides guidance procedures for removal of the former UST prior to the start of construction activities. Finally, the SRP outlines required compliance measures with South Coast Air Quality Management District (SCAQMD) rule 1466 and 403 as the Project has a potential to release airborne volatile organic compounds (VOCs) during removal of the UST. Specific guidance is provided regarding SCAQMD requirements for air monitoring for VOCs. Additional safety measures, documentation, and cohesive planning to reduce impacts of impacted soils and UST removal have been identified in Mitigation Measures MM-HAZ-1: Soil Management Plan; MM-HAZ-2: SCAQMD Rule 1166 Monitoring during Soil Excavation; MM-HAZ-3: Dust Control Plan; and MM-HAZ-4: Compliance Inspections.

Compliance with the SRP and MM-HAZ-1 through MM-HAZ-4 during pre-construction activities is aligned with the guidance of the U.S. Environmental Protection Agency's (EPA) hazardous waste transportation regulations. The contaminated soils onsite will require transportation offsite, thereby creating a potential impact to the surrounding community. As outlined in the SRP, and MM-HAZ-1, transport of any contaminated soils

will be conducted by an EPA and U.S. Department of Transportation (DOT) qualified transporter of hazardous materials as outlined in Title 40 of the code of Federal Regulations Part 263.[11] These requirements include obtaining an EPA ID number, complying with EPA's Hazardous Waste Manifest System, and obeying all applicable DOT hazardous materials regulations.

During demolition and disposal of asbestos-containing soils, there is a potential for hazardous particles to enter the air and soil. Any pre-construction soil removal that includes asbestos-impacted soils shall be completed in compliance with all regulations set forth in SCAQMD Rule 1403. These include surveying, notifications, ACM removal procedures and time schedules, as well as the handling, clean-up, storage, disposal, and landfilling of ACM. Rule 1403 also requires all operators to maintain records, including waste shipment records, appropriate warning labels, signs, and markings.[12] LAUSD OEHS Site Assessment Team manages environmental project activities related to site investigations of existing District properties and new acquisitions. State and local agencies, such as the DTSC and SCAQMD, have rules and regulations to address potentially toxic or hazardous conditions on or in the vicinity of existing school sites. The LAUSD Site Assessment Team should be consulted prior to construction activities to approve the routine transport, storage, production, use, or disposal of hazardous materials as a result of removal and transport of impacted soils as well as UST removal activities.

Compliance with the regulations discussed above, with instructions outlined in the SRP, and with the specific mitigation measure, MM-HAZ-1 through MM-HAZ-4 will limit the potential for impacts related to the routine transport, storage, production, use, or disposal of hazardous materials during pre-construction. Therefore, this impact would be less than significant.

Construction: Construction of the Project could result in significant impacts with regard to the routine transport, storage, production, use, or disposal of hazardous materials due to the potential for the site to have residual impacted soils, and from demolition of asbestos or lead containing building materials. Compliance with MM HAZ-1 includes compliance with the EPA's hazardous waste transportation regulations. The potentially contaminated soils onsite will require transportation offsite, thereby creating a potential impact to the surrounding community. As outlined in the SRP and as required by MM-HAZ-1, transport of any contaminated soils will be conducted by an EPA and DOT qualified transporter of hazardous materials as outlined in Title 40 of the Code of Federal Regulations Part 263.[13] These requirements include obtaining an EPA ID number, complying with EPA's Hazardous Waste Manifest System, and obeying all applicable DOT hazardous materials regulations.

During demolition and disposal of asbestos-containing structures, there is a potential for hazardous particles to enter the air and soil. Any demolition activities that include asbestos removal shall be completed in compliance with all regulations set forth in SCAQMD Rule 1403. These include surveying, notifications, asbestos-containing materials (ACM) removal procedures and time schedules, as well as the handling, clean-up, storage, disposal, and landfilling of ACM. Rule 1403 also requires all operators to maintain records including

[11] U.S. Environmental Protection Agency. May 21, 2023. Hazardous Waste Transportation. https://www.epa.gov/hw/hazardous-waste-transportation

[12] Rule 1403. Asbestos Emissions from Demolition/Renovation Activities. October 5, 2007. https://www.aqmd.gov/docs/default-source/rule-book/reg-xiv/rule-1403.pdf

[13] U.S. Environmental Protection Agency. May 21, 2023. Hazardous Waste Transportation. https://www.epa.gov/hw/hazardous-waste-transportation

waste shipment records, appropriate warning labels, signs, and markings.[14] MM-HAZ-3 provides additional measures such as application of water, wind speed and wind direction monitoring, and airborne particulate monitoring to prevent hazardous particles from asbestos or impacted soils entering air space as a result of construction activities. Finally, site compliance inspections of the working areas shall be conducted by the Environmental Consultant or designated site manager to ensure ongoing compliance with regulations and mitigation measures as outlined in MM-HAZ-4.

Compliance with the regulations discussed above, with instructions outlined in the SRP, and with the specific mitigation measures MM-HAZ-1, MM-HAZ-3, and MM-HAZ-4 would limit the potential for impacts related to the routine transport, storage, production, use, or disposal of hazardous materials during construction to less than significant. Potential impacts associated with activities during construction would be less than significant with implementation of federal, state, local, and LAUSD regulations and compliance with MM-HAZ-1 and MM-HAZ-3.

Operation: The Project would result in less than significant impacts during operation with regard to the routine transport, use, or disposal of hazardous materials during operation. The school's day-to-day operations do not require routine transport or use of significant amounts of hazardous materials. However, the school's lab classes and maintenance workers may produce small amounts of hazardous waste. Wastes generated by these sources shall be tracked and disposed of in accordance with all applicable LAUSD guidelines including, but not limited to, Disposal Procedures for Hazardous Waste and Universal Waste (REF-4149.2),[15] the LAUSD OEHS Environmental Guidance Manuals,[16] and the Environmental Compliance Guidance Manual for Science Centers guidelines,[17] which identifies types of hazardous waste that could be present at schools, LAUSD approved chemicals,[18] proper chemical storage and handling, and tracking, transport, and disposal of hazardous waste that may be present at the school.[19]

Mitigation Measures

Implementation of the following mitigation measure is required to reduce impacts to hazards and hazardous materials during pre-construction and construction:

> **MM-HAZ-1: Soil Management Plan.** A soil management plan shall be required for all earth-moving construction activities conducted at the site. The purpose of the soil management plan is to provide

[14] Rule 1403. Asbestos Emissions from Demolition/Renovation activities. October 5, 2007. https://www.aqmd.gov/docs/default-source/rule-book/reg-xiv/rule-1403.pdf

[15] Los Angeles Unified School District. June 12, 2020. Los Angeles Unified School District Reference Guide. Disposal Procedures for Hazardous Waste and Universal Waste. REF-4149.2. https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/135/REF-4149.2%20Hazardous%20Waste%20.pdf

[16] Los Angeles Unified School District Office of Environmental Health and Safety. 2020. Environmental Compliance/Hazardous Waste. https://www.lausd.org/Page/2798

[17] Los Angeles Unified School District. N.d. Environmental Guidance Manual for Science Centers. https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/135/pdf%20files/EnvironmentalGuidanceManualforScienceCenters11-06.pdf

[18] Los Angeles Unified School District. January 21, 2005. LAUSD approved Chemicals list (inventory list) https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/135/Approved%20Chemical%2011-9-2023.pdf

[19] Los Angeles Unified School District Office of Environmental Health and Safety. 2014. Chemical Hygiene and Labels. https://www.lausd.org/Page/3987

guidance for identifying impacted soil and the proper handling, onsite management, and disposal of impacted soil that may be encountered during construction activities. The soil management plan shall be prepared by a licensed State of California Civil Engineer or Professional Geologist. The soil management plan shall include the following sections at a minimum.

- Introduction
- Background
- Potential Contaminants of Concern
- Contaminated Soil Management
- Health and Safety
- Excavation/Grading Contractor
- Identification of Contaminated Soil
- Excavation and Handling of Contaminated Soil
- Soil Staging
- Dust Mitigation and Track-Out Controls
- Stormwater Management
- Waste Characterization and Profiling
- Transportation Requirements and Procedures
- Requirements for Haulers
- Truck Loading Operations
- Transportation Route
- Traffic Control Procedures
- Shipment Documentation
- Contingency Plan
- Soil Sampling and Analysis Protocol
- Confirmation Soil Sampling
- Screening Levels
- Actions Based on Soil Results
- Reporting
- References

Before excavation or other soil-disturbing activities begin, a preparatory inspection must be conducted by the Contractor to ensure the proper soil management provisions, including initiation of the DigAlert notification(s) and stormwater Best Management Practices (BMPs) are evaluated.

MM-HAZ-2: SCAQMD Rule 1166 Monitoring During Soil Excavation – Implementation of the soil management plan shall include precautions and monitoring for soil potentially impacted by chemicals of concern previously identified. This mitigation measure specifically addresses air monitoring requirements during the underground storage tank (UST) removal activities prior to excavation and grading activities conducted during building renovation. During the UST removal activities air monitoring shall be implemented using a Photo-ionization Detector (PID) to monitor for

volatile organic compounds (VOCs). The PID shall have a 11.7 eV lamp and shall be calibrated daily using the manufacturer suggested calibration gas. If soil releasing VOCs above 50 parts per million by volume (ppmv) is identified, the South Coast Air Quality Management District (SCAQMD) shall be notified regarding the renovation work at the subject property. A site-specific permit shall be obtained for the Project due its location at a school property. Excavation activities shall be performed in compliance with all applicable SCAQMD regulations.

MM-HAZ-3: Dust Control Plan – A dust control plan shall be required for all construction activities conducted on the site. The primary dust control requirement is for no visible dust to exit the site during construction activities.

Dust control measures will be required daily during earth-moving activities to limit emissions of fugitive dust generated by their activities. The contractor is responsible for meeting requirements specified in Rule 403 and implementing reasonable Best Available Control Measures (BACMs) to minimize dust emissions. The following dust control measures shall be implemented to stabilize exposed surfaces and minimize suspended or tracked dust particles:

- Apply water to excavation areas to minimize dust generated by vehicles, trucks, and heavy equipment.
- Apply water to the staged soil piles before and during loading of trucks, and after completion of loading for the day.
- Adequately tarp truck trailers, and clean truck tires as necessary prior to leaving the Site. Place shaker plates on the ingress and egress routes to the Site.
- Cover and secure staged soil piles at the end of each day.

Wind speed and wind direction shall be monitored at 15-minute intervals using a tripod-mounted weather station with data logging capabilities.

Airborne particulate monitoring shall be conducted with aerosol monitors near the property boundary at locations upwind (one) and downwind (one) of excavation activities with an aggregate particle diameter of 10 microns or less (PM_{10}). The monitors shall provide real-time concentration and median particle size information and shall log the data at one-minute intervals for the duration of the monitoring period. The dust monitors shall be zeroed daily and an action level of 25 micrograms per cubic meter ($\mu g/m^3$) (per Rule 1466) shall be established and measured as the difference between upwind and downwind monitors.

MM-HAZ-4: Compliance Inspections – Site compliance inspections of the working areas shall be conducted by the Environmental Consultant or designated site manager to determine if any failed compliance has occurred. Stop-work orders shall be promptly issued if any failed compliance has occurred and corrective actions shall be immediately implemented to address the noncompliant issue.

Impacts would be less than significant after implementation of MM-HAZ-1 through MM-HAZ-4 and compliance with the SRP due to the requirements of precise excavation, handling, testing, transportation, and disposal of arsenic and asbestos-impacted soil. The SRP and MM-HAZ-1 through MM-HAZ-4 address potential health risks to construction workers, onsite students and staff, and surrounding residents through

implementation of a soil management process intended to close potential exposure routes to potentially impacted soils. Additionally, the plan will minimize offsite migration of potentially impacted soils during excavation, soil stockpiling, and transportation of soil offsite for disposal. As a result, the SRP and MM HAZ-1 through 4 would reduce impacts to a less than significant level in relation to the public or the environment through the routine transport, storage, production, use, or disposal of hazardous materials during construction.

Finding

Pursuant to CEQA Guidelines Section 15091 (a)(1), changes or alterations have been required in, or incorporated into, the Project which avoid or substantially lessen the significant environmental effect to a level of less than significant as identified in the Draft EIR.

Impact 3.4-2: The Project could create a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials or waste into the environment.

Facts in Support of the Finding

The Project would result in potentially significant impacts with regard to the upset and accident conditions involving the release of hazardous materials or waste into the environment. As discussed in the PEA-E, the Project site contains one unidentified UST located to the north of the Administration Building and arsenic and asbestos-impacted soil to a depth of six inches. Removal of the UST and contaminated soils, as well as their transport for disposal during construction, creates a potential for release of hazardous materials through upset or accident conditions. Potentially hazardous soils have been reported and identified in the site-specific SRP, and procedures for investigation, removal, transport, and disposal of the suspected UST are also outlined in the SRP. Additional measures to ensure no upset or accident conditions are encountered are outlined in MM-HAZ-1 through MM-HAZ-4. Compliance with the SRP for UST removal, as outlined in the project description, regulatory measures, and the additional requirements outlined in MM-HAZ-1 through MM-HAZ-4 will ensure the significant impacts with regard to the upset and accident conditions involving the release of hazardous materials or waste into the environment would be less than significant.

Pre-construction: According to the Phase I Environmental Site Assessment (ESA) (Appendix 1-A to the Draft EIR), Irving MS was listed in the following environmental databases: CERS Hazwaste, Hazmat, HAZNET, FTTS, RCRA-LQR, FINDS, and ECHO. Violations regarding failures to maintain Hazardous Waste Manifests, active generator permit, and improper labeling were reported in 2015, 2016, 2018, and 2019. The site is listed in the HAZNET database for the tracking of generated hazardous waste including asbestos-containing waste from 1990 to 2019; and laboratory waste, paint sludge, and organics from 1997 to 2014. The Phase I ESA conducted at the school identified several potentially hazardous materials that were unlabeled, or areas of the Administration Building that may contain hazardous materials but were not accessible at the time of the investigation. As a result of the unidentified potentially hazardous materials located in the basement of the Administration Building, there is potential for upset or accident conditions involving the release of hazardous materials or waste into the environment due to improper or incomplete removal of these materials before the start of construction. Therefore, removal of all materials from the school prior to demolition shall

be conducted as outlined in the LAUSD OEHS Environmental Disposal Procedures for Hazardous Waste and Universal Waste,[20] specifically in the paint storage room, Shop #1, the boiler room, and several locked rooms located at basement level of the Administration Building. Each of these locations were identified in the Phase I ESA as containing hazardous materials. With compliance with LAUSD guidelines, impacts regarding upset or accident conditions while removing unidentified hazardous materials would be less than significant.

Construction: The Project would have less than significant impacts with regard to upset and accident conditions involving the release of hazardous materials or waste into the environment during construction due to the actions taken in pre-construction, and as a result of ongoing compliance with MM-HAZ-1 through MM-HAZ-4. As discussed above, compliance measures outlined in the SRP for removal of the UST and impacted soils prior to construction start would reduce the potential for contaminated soils to be present onsite. Compliance with LAUSD OEHS Environmental Disposal Procedures for Hazardous Waste and Universal Waste[21] would ensure no potentially hazardous materials are located onsite when construction activities start. Finally, continual compliance with MM-HAZ-1, 3, and -4, which outline additional requirements for soil management, dust control, and continual monitoring, would reduce the chance for upset and accident conditions and potential release of hazardous materials or waste into the environment during construction to a less than significant level.

Operation: The Project would result in a less than significant impact to the public or the environment during operation through reasonably foreseeable upset and accident conditions involving the release of hazardous materials or waste into the environment because operation of the existing school would continue to comply with the LAUSD OEHS Environmental Guidance Manual for Maintenance and Operations, which addresses waste streams generated by operation and maintenance of a school facility and transportation and tracking requirements for disposal of hazardous wastes at a School Hazardous Waste Collection Consolidation Accumulation Facility.[22] These guidance documents include labeling and tracking of materials within the school to prevent potential accident conditions as a result of unidentified or improperly handled materials.

In addition, Irving MS is required to adhere to the Environmental Compliance Guidance Manual for Science Centers,[23] which identifies types of hazardous waste that could be present at schools, LAUSD approved chemicals,[24] proper chemical storage and handling including suggested chemical storage patterns, chemical

[20] Los Angeles Unified School District. June 12, 2020. Los Angeles Unified School District Reference Guide. Disposal Procedures for Hazardous Waste and Universal Waste. REF-4149.2 https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/135/REF-4149.2%20Hazardous%20Waste%20.pdf

[21] Los Angeles Unified School District. June 12, 2020. Los Angeles Unified School District Reference Guide. Disposal Procedures for Hazardous Waste and Universal Waste. REF-4149.2 https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/135/REF-4149.2%20Hazardous%20Waste%20.pdf

[22] Los Angeles Unified School District Office of Environmental Health and Safety. 2020. Environmental Compliance/Hazardous Waste. https://www.lausd.org/Page/2798

[23] Los Angeles Unified School District. N.d. Environmental Guidance Manual for Science Centers. https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/135/pdf%20files/EnvironmentalGuidanceManualforScienceCenters11-06.pdf

[24] Los Angeles Unified School District. January 21, 2005. LAUSD Approved Chemicals List (inventory list) https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/135/Approved%20Chemical%2011-9-2023.pdf

storage compatibility categories, and proper labeling.[25] As a result, these impacts would be less than significant during school operation.

Mitigation Measures

Mitigation Measures MM-HAZ-1 through MM-HAZ-4, listed above, would reduce pre-construction and construction hazard impacts.

Impacted soils, the presence of a UST, and the presence of unidentified and potentially hazardous materials on the Project site pose impacts related to upset and accident conditions involving the release of hazardous materials or waste into the environment. Compliance with the SRP would ensure careful and proper removal of the UST, and the SRP outlines specific areas where impacted soils must be removed. MM-HAZ-1 would reduce the potential for accident conditions via detailed outline of contaminates of concerns and subsequent measures outlining soil management onsite, including, but not limited to, characterization, excavation and handling, staging, transportation, contingency plans, sampling, and reporting requirements. MM-HAZ-2 details specific requirements and action levels for monitoring for VOCs during UST removal, while MM-HAZ-3 outlines best available control measures (BACMs) for dust and particulate management and outlines quantifiable monitoring requirements to be maintained from pre-construction through buildout. MM-HAZ-4 would ensure all regulations and mitigation measures are being met. Finally, compliance with LAUSD OEHS Environmental Disposal Procedures for Hazardous Waste and Universal Waste,[26] when disposing of hazardous materials currently stored on the school grounds, would reduce the impacts with regard to the upset and accident conditions involving the release of hazardous materials or waste into the environment to a less than significant level.

Finding

Pursuant to CEQA Guidelines Section 15091 (a)(1), changes or alterations have been required in, or incorporated into, the Project which avoid or substantially lessen the significant environmental effect to a level of less than significant as identified in the Draft EIR.

Impact 3.4-3: The Project could emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school.

Facts in Support of the Finding

The Project would result in significant impacts regarding hazardous emissions or handling of hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school. During the construction phase, it is possible school attendants could come in contact with emissions of PCBs,

[25] Los Angeles Unified School District Office of Environmental Health and Safety. 2014. Chemical Hygiene and Labels. https://www.lausd.org/Page/3987

[26] Los Angeles Unified School District. June 12, 2020. Los Angeles Unified School District Reference Guide. Disposal Procedures for Hazardous Waste and Universal Waste. REF-4149.2 https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/135/REF-4149.2%20Hazardous%20Waste%20.pdf

asbestos, paints, petroleum products, or fugitive dust from soil (see Phase I ESA and PEA-E). However, SC-HAZ-4 would ensure that the following guidelines are followed: District Specification Section 01 4524, Environmental Import / Export Materials Testing; Soil Removal Plan; California Air Resources Board Rule 1466 Guidelines and Procedures to Address PCBs in Building Materials, particularly applicable to buildings that were constructed or remodeled between 1959 and 1979; lead and asbestos abatement requirements identified by the Facilities Environmental Technical Unit in the Phase I/Phase II; or abatement plan(s). It should be noted that the school is located within a moderate radon zone.[27] The Phase I ESA listed the school as being located in a high radon zone. The high radon zone is defined as having a high potential for radon levels to be above 4 picocuries per liter (pCi/L). As stated in the Los Angeles Unified School District Reference Guide REF-5314.2, Procedures for Environmental Review of Proposed Projects: "building design and construction Measures – Should a building or similar structure be constructed or renovated for student and/or staff occupancy and is located in a 'high' radon zone, EPA guidance entitled "Radon Prevention in the Design and Construction of Schools and Other Large Buildings, EPA/625/R-92/016, June 1994" (or latest published version) shall be followed and all relevant and appropriate measures incorporated in its design and construction to prevent radon gas infiltration" (see the LAUSD Radon Memorandum in Draft EIR Appendix 1-A). Although the Phase I ESA states the Project site is located in a "high radon zone," Sapphos Environmental, Inc. reviewed the California Department of Conservation Map of Indoor Radon Potential, which listed the Project site as being in a moderate zone for indoor radon potential.[28] The LAUSD OEHS does not require radon testing or mitigation for school sites in moderate radon zones.[29]

Pre-construction: The Project would result in significant impacts regarding hazardous emissions or handling hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school due to the Project's location on a school campus, and the identification of contaminated soils, asbestos, and a UST within the Project boundaries. Impacts associated with activities during pre- construction activities would be less than significant with implementation of MM-HAZ-1 through MM-HAZ-4 and compliance with the SRP.

The PEA-E reported hazardous materials in soil including arsenic and asbestos, an existing former UST, ACM, and undisclosed materials in the basement level of the administration building. The contaminated soils, UST, and ACM and their handling shall be managed through compliance with the SRP, as well as additional soil management requirements outlined in MM-HAZ-1; air monitoring requirements for VOCs during removal of the UST, as outlined in MM-HAZ-2; specific particulate monitoring requirements and dust control BMPs outlined in MM-HAZ-3; and ongoing compliance inspections outlined in MM-HAZ-4. In addition, all activities must adhere to all applicable LAUSD, local, state, and federal laws and regulations, specifically when removing potentially hazardous materials from the basement level of the Administration Building, which contained various substances that were either labeled as hazardous or could not be identified. The removal and handling

[27] California Department of Conservation. 2016. Indoor Radon Potential Map. https://maps.conservation.ca.gov/cgs/radon (accessed October 30, 2023).

[28] California Department of Conservation. 2016. Indoor Radon Potential. https://maps.conservation.ca.gov/cgs/radon/ (accessed February 26, 2024).

[29] Los Angeles Unified School District. June 12, 2017. Reference Guide. Procedures for Environmental Review of Proposed Projects. https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/135/Ref_Guide_5314.2_Procedures_for_Envir_Rev_of_Proposed_Projects_w_Att.pdf

of undisclosed materials within the building prior to demolition shall be conducted in accordance with the LAUSD OEHS Environmental Guidance Manual for Maintenance and Operations, which addresses waste streams generated by operation and maintenance of a school facility and transportation and tracking requirements for disposal of hazardous wastes at a School Hazardous Waste Collection Consolidation Accumulation Facility.[30] These guidance documents include directions for the tracking, transport, and disposal of hazardous waste that could be present at the school**.** As a result of these measures, the impacts related to handling hazardous or acutely hazardous substances or waste within one-quarter mile of an existing or proposed school would be reduced to a less than significant level during pre-construction activities.

Construction: Some phases of construction may be conducted during school operating hours. Due to the impacted soils and the potential presence of asbestos and arsenic, there would be significant impacts regarding hazardous emissions or handling hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school. These impacts would be reduced through compliance with the SRP, proper removal of potentially hazardous materials from the construction site prior to construction, and MM-HAZ-1 through 4 during pre-construction. The residual impacts would be further mitigated via continued compliance with MM-HAZ-1, MM-HAZ-3, and MM-HAZ-4 for the entirety of construction activities. As a result, the impacts related to handling hazardous or acutely hazardous substances or waste within one-quarter mile of an existing or proposed school would be reduced to a less than significant level during construction.

Operation: The Project would comply with the LAUSD OEHS Environmental Guidance Manual for Maintenance and Operations, which addresses waste streams generated by operation and maintenance of a school facility and transportation and tracking requirements for disposal of hazardous wastes at a School Hazardous Waste Collection Consolidation Accumulation Facility.[31] In addition, Irving MS is required to adhere to the Environmental Compliance Guidance Manual for Science Centers,[32] which identifies types of hazardous waste that could be present at schools, identifies LAUSD approved chemicals,[33] proper chemical storage, and handling.[34] Therefore, the Project would result in less than significant impacts with regard to hazardous emissions or handling hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school during operation.

Mitigation Measures

Mitigation Measures MM-HAZ-1 through MM-HAZ-4 would reduce pre-construction and construction hazard impacts.

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30 Los Angeles Unified School District Office of Environmental Health and Safety. 2020. Environmental Compliance/Hazardous Waste. https://www.lausd.org/Page/2798

31 Los Angeles Unified School District Office of Environmental Health and Safety. 2020. Environmental Compliance/Hazardous Waste. https://www.lausd.org/Page/2798

32 Los Angeles Unified School District. N.d. Environmental Guidance Manual for Science Centers. https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/135/pdf%20files/EnvironmentalGuidanceManualforScienceCenters11-06.pdf

33 Los Angeles Unified School District Office of Environmental Health and Safety. January 21, 2005. LAUSD Approved Chemical List (Inventory List). https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/135/Approved%20Chemical%2011-9-2023.pdf

34 Los Angeles Unified School District Office of Environmental Health and Safety. 2014. Chemical Hygiene and Labels. https://www.lausd.org/Page/3987

Impacted soils, the presence of a UST, and the presence of unidentified and potentially hazardous materials on the Project site would result in impacts related to emitting hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school. Compliance with the SRP would ensure careful and proper removal of the UST, and the SRP outlines specific areas where impacted soils must be removed. MM HAZ-1 would reduce accident conditions via detailed outline of potential contaminates of concerns and subsequent measures to completely manage soil onsite including but not limited to characterization, excavation and handling, staging, transportation, contingency plans, as well as sampling and reporting requirements. MM-HAZ-2 details specific requirements and action levels for monitoring for VOCs during UST removal, while MM-HAZ-3 outlines BACMs for dust and particulate management and outlines quantifiable monitoring requirements to be maintained from pre-construction to final completion. MM-HAZ-4 would ensure all regulations and mitigation measures are being met. Finally, compliance with LAUSD OEHS Environmental Disposal Procedures for Hazardous Waste and Universal Waste[35] when disposing of hazardous materials currently stored on the school grounds would reduce the impacts related to emitting hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school to be a less than significant level.

Finding

Pursuant to CEQA Guidelines Section 15091 (a)(1), changes or alterations have been required in, or incorporated into, the Project which avoid or substantially lessen the significant environmental effect to a level of less than significant as identified in the Draft EIR.

Impact 3.4-4: The project would be located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code § 65962.5 and, as a result, would it create a significant hazard to the public or the environment.

Facts in Support of the Finding

The site is not listed on the California Department of Toxic Substances Control (DTSC) EnviroStor database or the State Water Resources Control Board (SWRCB) GeoTracker database.[36,37] The Project site is not listed as a known hazardous waste site. The Los Angeles County Department of Public Health, Los Angeles Regional Water Quality Control Board, Los Angeles County Fire Department, and DTSC reported that they had no files pertaining to the site address. No records indicating the presence of any environmental conditions were

[35] Los Angeles Unified School District. June 12, 2020. Los Angeles Unified School District Reference Guide. Disposal Procedures for Hazardous Waste and Universal Waste. REF-4149.2 https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/135/REF-4149.2%20Hazardous%20Waste%20.pdf

[36] California Department of Toxic Substances Control (DTSC). N.d. EnviroStor: 3010 Estara Ave, Los Angeles, CA 90065. Available at: https://www.envirostor.dtsc.ca.gov/public/map/?myaddress=3010+Estara+Ave+Los+Angeles (accessed August 10, 2023).

[37] California State Water Resources Control Board. N.d. GeoTracker: 3010 Estara Ave, Los Angeles, CA 90065. Available at: https://geotracker.waterboards.ca.gov/map/?CMD=runreport&myaddress=3010+Estara+Ave+Los+Angeles (accessed August 10, 2023).

provided by SCAQMD. However, during site investigations, several recognized environmental conditions were identified.

Pre-construction: The Project would result in impacts regarding creating a significant hazard to the public or the environment due to location on a listed hazardous materials site. A PEA-E was prepared to address data gaps from the Phase I ESA investigation. Soil samples were collected from 0.5, 2.5 and 5 feet below ground surface (bgs) and were screened for chemicals of potential concern including lead, arsenic, organochlorine pesticides (OCPs), polychlorinated biphenyl (PCBs), total petroleum hydrocarbons (TPH), polyaromatic hydrocarbons (PAHs), and asbestos (Chrysotile). The PEA-E identified elevated levels of lead in 10 locations during initial screening and elevated levels of arsenic in eight locations during initial screening. Asbestos was detected in two locations. In addition to soil sampling, a geophysical investigation was conducted on the parking lot area adjacent to the Administration Building due to the suspected presence of an underground storage tank. Two significant anomalies were detected during this investigation within a 35-foot by 100-foot area, both of which are typical of those associated with a UST. It was determined that a UST and concrete containment layer were present, and sampling results confirmed the presence of gasoline, diesel, and oil range hydrocarbons with the highest concentration coming from diesel-range hydrocarbons at 3,400 mg/kg at approximately 13 feet, 8 inches bgs. It is anticipated that there was piping associated with the UST, but the exact location was not identified. The UST is not identified on the GeoTracker database, which identifies known leaking underground storage tanks (LUST) and their associated cleanup sites; however, it may be added to this site pending further investigation of the UST. The UST and contaminated soils would be removed in accordance with the SRP and in compliance with MM-HAZ-2, and the Project would comply with MM-HAZ-1 for the entirety for construction activities, including tracking and documentation of site conditions with appropriate agencies, thereby reducing this impact to a less than significant level.

Operation: The Phase I ESA investigation found that, according to the EDR database report, the site is listed in the FTTS, CERS Hazwaste, Hazmat, HAZNET, RCRA-LQG, FINDS and ECHO databases. The site is listed in the FTTS database for a probably lead-based paint investigation in 2005. The site is listed in the RCRA-LQG, CERS Hazwaste and Hazmat databases for the tracking of generated hazardous waste. Violations regarding failures to maintain hazardous waste manifests, active generator permits, and improper labeling were reported in 2015, 2016, 2018, and 2019. The site is listed in the HAZNET database for the tracking of generated hazardous waste including asbestos-containing waste from 1990 to 2019; and laboratory waste, paint sludge, and organics from 1997 to 2014. It should be noted that the site is listed in these databases for tracking purposes and, therefore, its presence on these sites does not represent an environmental concern, and the potential to create a significant hazard to the public or the environment is low. Compliance with all applicable LAUSD tracking, labeling, storing and disposal guidance[38] would ensure that this impact would be less than significant.

[38] Los Angeles Unified School District Office of Environmental Health and Safety. 2020. Environmental Compliance/Hazardous Waste. https://www.lausd.org/Page/2798

[38] Los Angeles Unified School District. N.d. Environmental Guidance Manual for Science Centers. https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/135/pdf%20files/EnvironmentalGuidanceManualforScienceCenters11-06.pdf

[38] Los Angeles Unified School District Office of Environmental Health and Safety. January 21, 2005. LAUSD Approved Chemical List (Inventory List). https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/135/Approved%20Chemical%2011-9-2023.pdf

Mitigation Measures

Mitigation Measures MM-HAZ-1 and MM-HAZ-2 would reduce pre-construction and construction hazard impacts.

Compliance with the SRP and MM-HAZ-2 for removal of the UST would result in impacts that are less than significant with regard to the site being included on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5 during pre-construction. MM-HAZ-2 requires that samples are collected around the site of the UST to identify whether the tank had been leaking and exposed surrounding soils to VOCs. Pending the results of the required sampling, the tank may need to be reported to the California Water Boards' GeoTracker database, which would support tracking of cleanup and prevent potential hazards to the public or environment due to an unidentified LUST. Compliance with MM-MAZ-1 for the entirety of construction activities including tracking and reporting site conditions to appropriate agencies as well as compliance with all LAUSD guidelines for tracking, labeling, and disposing of chemicals onsite prior to construction and during operations and maintenance would result in impacts that are less than significant during construction and operation. As a result of compliance with the SRP and MM-HAZ-1 and MM-HAZ-2, there would not be a significant hazard to the public or the environment with regard to the site being included on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5. Therefore, the impacts would be less than significant with the implementation of mitigation measures.

3.4 Findings Regarding Impacts Analyzed in the EIR and Determined to Be Significant and Unavoidable

Cultural Resources

Impact 3.2-1: The Project would result in a substantial adverse change in the significance of a historical resource pursuant to Section 15064.5.

Facts in Support of the Finding

The Campus is eligible for federal, state, or local, designation and is considered to be a historical resource for the purpose of CEQA.[39] Irving MS was given a status code of 3S, or recommended eligible for listing in the National Register of Historic Places (NRHP) as a historic district, through survey evaluation.[40] The district is comprised of six contributor buildings, namely, the Administration Building, Auditorium, Physical Education Building, Cafeteria, Shop No. 1, and Shop No. 2, all built from 1937 to 1939 and all associated with the themes

[38] Los Angeles Unified School District Office of Environmental Health and Safety. 2014. Chemical Hygiene and Labels. https://www.lausd.org/Page/3987

[39] ASM Affiliates, Inc. 2022. Historic Resource Evaluation Report: Irving Middle School. Prepared for Los Angeles Unified School District, Office of Environmental Health & Safety. P. 16.

[40] Heumann, Leslie, & Associates, and Anne Doehne. 2002. Historic Schools of the Los Angeles Unified School District. Science Applications International Corporation, a presentation prepared for LAUSD Facilities Services Division.

identified as significant within the themes of the PWA Moderne style and LAUSD, Post-1933 Long Beach Earthquake School Plants, 1933–1945 (see Table 3.4-1, *HRER Historic District Eligibility: Recommended Contributors to the Washington Irving Middle School District*).[41] None of the six contributors to the eligible historic district are individually eligible historic resources.

TABLE 3.4-1
HRER HISTORIC DISTRICT ELIGIBILITY:
RECOMMENDED CONTRIBUTORS TO THE WASHINGTON IRVING MIDDLE SCHOOL DISTRICT

Building Name	Year Designed/ Constructed	Architect	Contributor to Eligible Historic District?	Individually Eligible?	NRHP and CRHR Criteria	California SHPO Status
Administration	1936/1937	Bergstrom	Yes	No	A/1 and C/3	3D
Auditorium	1939	Bergstrom	Yes	No	A/1 and C/3	3D
Physical Education	1936/1937	Bergstrom	Yes	No	A/1 and C/3	3D
Cafeteria	1937	Nibecker	Yes	No	A/1 and C/3	3D
Shop No. 1	1937	Nibecker	Yes	No	A/1	3D
Shop No. 2	1937	Nibecker	Yes	No	A/1	3D

Source: Historical Resource Evaluation Report (Appendix 1-B to the Draft EIR), Table 1, *Recommended Contributors/Noncontributors to the Washington Irving Middle School Historic District*.

Note: NRHP = National Register of Historic Places; CRHR = California Register of Historical Resources; SHPO = State Historic Preservation Officer.

A/1: Events; associated with events that have made a significant contribution to the broad patterns of history. The Washington Irving Middle School Historic District exemplifies school planning, design, and earthquake-resistant construction under the theme of LAUSD, Post-1933 Long Beach Earthquake School Plants.

C/3: Architecture; embodies the distinctive characteristics of a type, period, or method of construction, or that represents the work of a master, or that possesses high artistic values, or that represents a significant and distinguishable entity whose components may lack individual distinction. Irving MS was described in the HRER as an excellent intact example of PWA Moderne architecture applied to a middle school campus, and an important example of the work of Los Angeles Architect Edwin L. Bergstrom. For Irving MS, he worked with District Architect Alfred S. Nibecker, Jr.

3D: Appears eligible for National Register (NR) as a contributor to a NR eligible multi-component resource through survey evaluation.

A Historic Resources Technical Report (HRTR) was prepared as part of the Draft EIR that evaluates the potential for implementation of the Project to substantially change the significance of an identified historical resource (see Appendix 5 to the Draft EIR). As discussed therein, the Project includes the demolition of the Administration Building, a PWA Moderne building at the focal point of the 1930s Campus. It is approximately 35 feet away from the Auditorium, approximately 45 feet away from the Physical Education Building, and approximately 50 feet away from the Cafeteria, and it is stylistically integrated with all three of those buildings. It is approximately 125 feet away from the nearest corner of Shop No. 1 and Shop No. 2, which are less stylistically distinctive but are nonetheless a coherent part of the 1930s Campus and the resulting historic district.

[41] Sapphos Environmental, Inc. 2014. Los Angeles Unified School District Historic Context Statement, 1870 to 1969. Prepared for Los Angeles Unified School District, Office of Environmental Health and Safety.

Although none of the six Public Works Administration (PWA)–era buildings are individually eligible as a historic landmark, together they are worth more than the sum of their parts. Each of them is a historic district contributor—part of a "varied collection of buildings, differentiated by function and use" as indicated in the above-stated eligibility criteria.

Demolition of the Administration Building would result in a less than significant impact, based on California Register of Historical Resources (CRHR) eligibility criteria, because the remaining five PWA-era buildings would, with application of LAUSD Standard Conditions of Approval (SCs) and appropriate mitigation measures, continue to maintain sufficient collective coherence, and sufficient integrity of *location, design, setting, materials, workmanship, feeling,* and *association*, to constitute a regionally important historic district. In short, the five buildings would continue to function as key elements of a historic campus. Although the remaining buildings would retain regional significance as a District, in the absence of the Administration Building, the PWA-era Campus would not rise to the level of national significance. Based on NRHP eligibility criteria, demolition of the Administration Building would result in a significant impact because, without this central component, the historic district would no longer constitute a fully intact and exemplary PWA Moderne campus core. Due to removal of the Administration Building from the historic district, a significant and unavoidable impact to this historic resource would occur because the remaining five PWA-era buildings would no longer maintain sufficient collective coherence and sufficient integrity of *location, design, setting, materials, workmanship, feeling,* and *association*, to rise to the level of an NRHP eligible historic district.

As required by SC-CUL-1 and SC-CUL-2, a qualified Historic Architect will be part of the design team to ensure that the Project would be designed in compliance with the Secretary of Interior's Standards for the Treatment of Historic Properties (SOI Standards) and LAUSD Design Guidelines and Treatment Approaches for Historic Schools. Any new construction would comply with SOI Standards to be compatible with the size, scale, and height of the remaining contributing buildings and landscape features and would not destroy spatial relationships that characterize the historic district. Per SC-CUL-3 (and further defined by SC-N-7), a Temporary Protection Plan will be prepared to protect the five remaining PWA-era contributors to the historic district during construction. SC-CUL-4 requires that the Administration Building be properly photo-documented prior to demolition. SC-CUL-5 requires the construction contractor to submit a Historic Treatment Plan to protect, repair, and replace historic materials and features, as required by LAUSD Design Specification 01 3591. This includes provisions to reuse or display salvage materials and features that may have historic significance.

MM-CUL-1 requires the provision of an Interpretive Program that contains information regarding the history of the Irving MS Campus, and specifically the Administration Building. Potential elements of such an Interpretive Program could include:

- Physical exhibit located on the Irving MS Campus. Potential location of an exhibit could be in the new construction building that will replace the demolished Administration Building, or potentially an Interpretive Garden or landscape/hardscape feature that is placed in the location of the demolished Administration Building. Historical salvage materials may be incorporated or displayed as part of the exhibit.
- Creation of a brochure or website that includes both text and historical images of the Irving MS Campus, including the Administration Building.

Mitigation Measures

MM-CUL-1. To communicate information on the historic development and character of Irving MS, including the Administration Building, an Interpretative Program shall be developed and implemented. This Interpretive Program shall be accessible to the general public and include information on the history and architecture of the Campus (both exterior and interior), from the founding of the City (1781, incorporated 1850) until 1939, when the contributing buildings were completed. A historical architect, historian, or architectural historian who meets the Secretary of the Interior's professional qualifications shall be engaged to research and write the information to be provided in the Interpretive Program. The Interpretive Program shall be initiated within 1 year of the approval of the Project and shall be completed by substantial completion of construction.

Following implementation of the LAUSD SCs and MM-CUL-1, the impact of the Project on historic resources would result in a less than significant impact based on CRHR eligibility criteria. However, as discussed above, even after application of implementation of SCs and MM-CUL-1, demolition of the Administration Building would result in a significant and unavoidable impact with respect to the NRHP eligibility criteria. This is discussed further in the Draft EIR Chapter 4, Section 4.3, *Significant Environmental Effects That Cannot Be Avoided if the Project Is Implemented.*

Finding

The Board of Education finds that the significant impact is acceptable due to the specific economic, legal, social, technological, or other benefits of the Project, as discussed below in Chapter 6, *Statement of Overriding Considerations*, and these benefits outweigh the significant effects on the environment. These overriding considerations support adoption of the Project.

4. Findings Regarding Project Alternatives

4.1 Project Objectives and Legal Requirements

CEQA requires that an EIR consider a reasonable range of feasible alternatives (Section 15126.6(a)). According to the CEQA Guidelines, alternatives should be those that would attain most of the basic project objectives and avoid, or substantially lessen, one, or more, significant effects of the project (Section 15126.6). The "range of alternatives" is governed by the "rule of reason," which requires the EIR to set forth only those alternatives necessary to permit an informed and reasoned choice by the lead agency and to foster meaningful public participation (Section 15126.6(f)).

CEQA also requires that the feasibility of alternatives be considered. The CEQA Guidelines Section 15126.6(f)(1) states that among the factors that may be taken into account in determining feasibility are: site suitability; economic viability; availability of infrastructure; general plan consistency; other plans and regulatory limitations; jurisdictional boundaries; and (when evaluating alternative project locations) whether the proponent can reasonably acquire, control, or otherwise have access to an alternative site. Furthermore, an EIR need not consider an alternative whose effects could not be reasonably identified, whose implementation is remote, or speculative, or that would not achieve the basic project objectives.

The alternatives addressed in the EIR were identified in consideration of the factors listed below.

- The extent to which the alternative could avoid, or substantially lessen, the identified significant environmental effects of the proposed project
- The extent to which the alternative could accomplish basic objectives of the proposed project
- The feasibility of the alternative
    - Including economic viability or regulatory limitations
- The requirement of the State CEQA Guidelines to consider a "no project" alternative

CEQA Guidelines Section 15126.6(e)(1) states that a no project alternative shall also be evaluated along with its impacts. The purpose of describing and analyzing a no project alternative is to allow decision-makers to compare the impacts of approving the proposed project with the impacts of not approving the proposed project. The no project alternative analysis is not the baseline for determining whether the proposed project's environmental impacts may be significant, unless it is identical to the existing environmental setting analysis which does establish that baseline.

LAUSD has established the following objectives for the Project:

- **Objective #1:** Buildings meeting AB 300 criteria for seismic evaluation may be addressed, to the extent feasible, with a focus on those determined to have a high seismic vulnerability, through retrofit, removal, or seismic modernization, which will be determined based on an assessment of the seismic vulnerability of the building(s), the historic context of the building/site, actual or potential impact to

the learning environment, site layout, and the approach that best ensures compliance with Division of the State Architect (DSA) requirements.

- **Objective #2:** The buildings, grounds, and site infrastructure that have significant/severe physical conditions that already do or are highly likely in the near future to pose a health and safety risk, or negatively impact a school's ability to deliver the instructional program and/or operate may be addressed by repair or replacement.

- **Objective #3:** The District reliance on relocatable buildings, especially for K–12 instruction, should be reduced.

- **Objective #4:** Necessary and prioritized upgrades must be made throughout the school site in order to comply with the program accessibility requirements of the Americans with Disabilities Act (ADA) Title II Regulations, and the District's Self-Evaluation and Transition Plan under Title II of the ADA.

- **Objective #5:** The exterior conditions of the school site will be enhanced around new buildings and/or areas impacted by construction to improve the visual appearance including landscape and hardscape.

- **Objective #6:** Outdoor learning environments will be developed where the site layout and project planning provide the opportunity.

CEQA does not require adoption of an alternative that does not adequately meet project objectives as determined by the lead agency decision makers. A feasible alternative must meet most if not all of these project objectives.

Finding

The Board of Education finds that the Project meets all of the above objectives and is feasible. The Board finds that as discussed below, all alternatives are infeasible due to economic, legal, social, technological, and other considerations including policy considerations and the inability of the alternatives to meet most of the Project objectives, as discussed below.

4.2 Findings Regarding Alternatives Considered in the EIR

In Chapter 5, Alternatives, LAUSD analyzed two alternatives to the Project. Table 4.2-1, *Alternative Comparison*, presents the significance determinations for each environmental impact discussion for the Project and each alternative, and how impacts of the alternatives compare to the Project. The table provides a means for the reader to review and compare the alternatives to each other, and to the Project. Table 4.2-2, *Consistency with Project Objectives*, demonstrates each alternative's consistency with the Project objectives.

TABLE 4.1-1
ALTERNATIVE COMPARISON

Environmental Issue	Project	Alternative 1: No Project/ No Build	Alternative 2: Retain Entire Existing Administration Building
Air Quality			
Air Quality Plan	LS	NI (L)	LS (L)
Criteria Pollutant	LS	NI (L)	LS (L)
Sensitive Receptors	LS	NI (L)	LS (L)
Cultural Resources			
Historical Resources	SU	NI (L)	LS (L)
Greenhouse Gas Emissions			
Emissions Generation	LS	NI (L)	LS (L)
GHG Reduction Plan, Policy, or Regulation	LS	NI (L)	LS (L)
Hazards & Hazardous Materials			
Transport, Use, or Disposal of Hazardous Materials	LSM	NI (L)	LSM (E)
Accidental Release of Hazardous Materials	LSM	NI (L)	LSM (E)
Hazardous Emissions Near a School	LSM	NI (L)	LSM (E)
Hazardous Materials Cleanup Site	LSM	NI (L)	LSM (E)
Noise			
Noise Levels in Excess of Standards	LS	NI (L)	LS (E)
Excessive Ground-Borne Vibration	LS	NI (L)	LS (E)
Pedestrian Safety			
Safey Hazards Due to Design Feature or Incompatible Uses	LS	NI (L)	LS (G)
Unsafe Routes to Schools	LS	NI (L)	LS (E)
Adjacency to Major Roadway Safety Hazard	LS	NI (L)	LS (E)
Transportation & Traffic			
Circulation System Program, Plan, Ordinance, or Policy Conflicts	LS	NI (L)	LS (E)
Hazards Due to Geometric Design Feature	LS	NI (L)	LS (G)
Emergency Access	LS	NI (L)	LS (G)

Note: NI = No Impact; LS = Less than Significant; LSM = Less than Significant with Mitigation.
(L) = Less than Project; (G) = Greater than Project; (E) = Equivalent to Project.

TABLE 4.1-2
CONSISTENCY WITH PROJECT OBJECTIVES

Objective	Project	Alternative 1: No Project/ No Build	Alternative 2: Retain Entire Existing Administration Building
1	The Project would retrofit or replace two buildings meeting AB 300 criteria for seismic evaluation: Administration Building and Auditorium.	**Inconsistent:** Seismic vulnerability of the Administration Building and Auditorium would not be addressed.	**Partially Consistent:** Seismic vulnerability of the Administration Building would not be addressed. However, the Auditorium, and other existing classrooms within 50 feet of the trace of an active fault would be addressed.
2	The Project would reduce health and safety risks with building replacement and retrofit.	**Inconsistent:** Seismic vulnerability of the Administration Building, Auditorium, and other existing classrooms within 50 feet of the trace of an active fault would not be addressed.	**Partially Consistent:** Seismic vulnerability of the Administration Building would not be addressed. However, the Auditorium, and other existing classrooms within 50 feet of the trace of an active fault would be addressed.
3	The Project would replace 11 relocatable buildings with permanent classroom buildings.	**Inconsistent:** Five existing relocatable buildings for K–12 instruction would be retained.	**Consistent:** Five relocatable buildings would be removed.
4	The Project would include necessary ADA upgrades.	**Inconsistent:** No ADA upgrades would be made.	**Consistent:** ADA upgrades would be made.
5	The Project would include landscape and hardscape enhancements.	**Inconsistent:** No enhancement of exterior conditions of the school site to improve the visual appearance of the landscape and hardscape would be made.	**Consistent:** Landscape and hardscape enhancements would be made.
6	The Project would provide additional outdoor learning and gathering spaces for its students.	**Inconsistent:** No outdoor learning environments would be developed.	**Consistent:** Outdoor learning environments would be developed.

Alternative 1: No Project/No Build Alternative

The No Project/No Build Alternative assumes that the Project site would remain as it is in existing conditions. A total of 154,057 square feet of existing permanent and portable buildings would remain on the Campus. No demolition or construction of new buildings would occur on the Project site, and the existing facilities and infrastructure would continue to be susceptible to seismic damage and deteriorate. The Campus would continue to rely on portable classroom buildings and existing classrooms would remain undersized and compromised without specialty spaces. Only essential repairs such as repair of portable classrooms, replacement of lead pipes, and maintenance of fire alarm and fire suppression systems would occur over time.

The majority of the southwestern section and a small part of the middle section of the Administration Building would continue to rest in the 50-foot-wide zone adjacent to an active fault zone where it is possible there could be ground rupture during a major earthquake. Ground rupture is likely to severely damage the Administration Building structure south of the southernmost seismic joint.

Finding

The Board of Education finds that specific economic, financial, legal, social, technological or other considerations, including policy considerations, make Alternative 1, No Project/No Build Alternative, infeasible and rejects this alternative.

As set forth in detail in Chapter 5 of the Draft EIR, and in Table 4.2-1 above, Alternative 1 would reduce impacts compared to the Project in relation to air quality, cultural resources, greenhouse gas emissions, hazards & hazardous materials, noise, pedestrian safety, and transportation & traffic. No mitigation measures would be implemented for hazards & hazardous materials or cultural resources. The significant and unavoidable impact in relation to cultural resources would not occur.

As set forth in detail in Chapter 5 of the Draft EIR, and in Table 4.2-2 above, Alternative 1 would not achieve any of the Project Objectives #1 through #6.

For the reasons described above, the Board of Education finds that Alternative 1 does not meet Project objectives and is not feasible.

Alternative 2: Retain Entire Existing Administration Building

Under this alternative, the Administration Building would remain as-is. The two other permanent buildings (Homemaking Building and Classroom Building) totaling 8,493 square feet would be demolished and two new structures (M&O #1 and Modular Classroom Building for City of Angels) totaling 5,000 square feet would be constructed (see Table 5-1). There would be no change in the square footage of portable buildings removed or existing buildings to remain as-is on Campus. There would be a 55,000-square-foot decrease in new construction area.

This alternative would make no changes to the exterior of the Administration Building, which would thus retain its eligibility as a district contributor, exemplifying the PWA Moderne architectural style. The distinctive features of horizontal lines, rhythmic façade, symmetry, and central entry point would be retained under this alternative, which has been considered for its potential to reduce significant impacts of the Project to historic resources.

Under this alternative, the Administration Building would remain in the fault zone as a grandfathered nonconforming structure. A voluntary seismic retrofit, as detailed in Appendix 9, would not take place and would not exceed the 50 percent building replacement threshold established by CAC Section 4-309(c)1. Therefore, the building would remain seismically vulnerable.

Additionally, by leaving the Administration Building as-is, classrooms spaces would continue to fail to align with the current educational standards of the District. The building contains 25 classrooms. Four classrooms meet the square footage requirements of the district (960 square feet for general classrooms and 1,300 square feet for science and specialty classrooms). Fifteen are significantly undersized and range from 801 to 1,040 square feet. Six are severely undersized and range from 730 to 799 square feet. Thus, only 4 out of 25 classrooms meet the square footage requirements. As a STEAM magnet school, Irving MS attracts students from diverse backgrounds, drawn by its project-based learning in science, math, and technology. However, the inadequacy of the existing classrooms poses a substantial obstacle to delivering an equitable education experience. Not a single classroom in the existing Administration Building meets the minimum square footage standard of 1,300 square feet, which is essential for accommodating specialized learning environments such as science labs. The

school would therefore need to continue to rely on portable classrooms to deliver the specialized STEAM instructional programs that the school offers.

Finding

The Board of Education finds that specific economic, financial, legal, social, technological or other considerations, including policy considerations, make Alternative 1, Retain Entire Existing Administration Building, infeasible and rejects this alternative.

As set forth in detail in Chapter 5 of the Draft EIR, and in Table 4.2-1 above, Alternative 2 would reduce impacts compared to the Project in relation to air quality, cultural resources, and greenhouse gas emissions. Mitigation Measure MM-CUL-1 would not be implemented. The significant and unavoidable impact in relation to cultural resources would not occur.

Alternative 2 would result in similar impacts compared to the Project in relation to hazards & hazardous materials, noise, pedestrian safety, and transportation & traffic. Mitigation measures MM-HAZ-1, MM-HAZ-2, MM-HAZ-3, and MM-HAZ-4 would be implemented as with the Project.

As set forth in detail in Chapter 5 of the Draft EIR, and in Table 4.2-2 above, Alternative 2 would be consistent with Project Objectives #3 through #6. However, it would only be partially consistent with Objectives #1 and #2. This alternative would be less consistent with Section CAC 4-317(c) of the California Building Code than the Project, which indicates that no school building shall be constructed, rehabilitated (i.e., seismic retrofit), reconstructed, or relocated within 50 feet of the trace of an active fault. The Administration Building retrofit would be very expensive and still located within 50 feet of the trace of an active fault.

For the reasons described above, the Board of Education finds that Alternative 2 does not meet Project objectives and is not feasible.

5. Findings Regarding the Environmental Review Process and Content of the Final EIR

5.1 Incorporation of Final EIR by Reference

The Draft EIR evaluated the Project, as well as two Alternatives to the Project. For the purposes of these Findings, the Project is defined to mean the Project evaluated in the EIR.

The Final EIR consists of: (1) the complete Draft EIR, (2) all appendices to the Draft EIR; (3) Chapter 7, "Final EIR Introduction;" (4) Chapter 8, "Errata"; (5) Chapter 9, "Comment Letters and Responses to Comments"; and Chapter 10, "Mitigation Monitoring and Reporting Program." The Final EIR Chapter 8 includes a list of persons, organizations, and public agencies commenting on the Draft EIR; LAUSD's written responses to specific comments on significant environmental points raised in the public review and consultation process; and copies of comments, as required by CEQA Guidelines Section 15132. The Final EIR, consisting of the aforementioned components, is hereby incorporated by reference into these Findings.

5.2 Final EIR Certification and Project Approval Process

The Board of Education will review and consider the information contained in the Final EIR, as well as submissions from public officials, public agencies and the general public. Prior to Project approval, the Board of Education shall certify that the Final EIR reflects LAUSD's independent judgment and analysis. Having considered the foregoing information, as well as any and all other information in the record, the Board of Education shall make findings pursuant to CEQA Section 21081. In accordance with the provisions of CEQA and the CEQA Guidelines, the Board of Education shall adopt the Findings (as discussed in this Findings of Fact and Statement of Overriding Consideration) as part of its certification of the Final EIR for the Project.

5.3 Location and Custodian of Documents

Section 15091(e) of the California Code of Regulations, California Environmental Quality Act Guidelines, requires the public agency to specify the location and custodian of the documents or other materials that constitute the record of proceedings upon which the decision is based.

The documents and other materials that constitute the Record of Proceedings on which LAUSD's Findings of Fact are based are located at the LAUSD Office of Environmental Health & Safety (OEHS), 333 South Beaudry Avenue, 21st Floor, Los Angeles CA 90017.

The custodian of these documents is the LAUSD OEHS. This information is provided in compliance with Public Resources Code Section 21081.6(a)(2) and 14 Cal. Code Regs. Section 15091(e).

For purposes of CEQA and these Findings, the Record of Proceedings for the Project consists of the following documents and other evidence, at a minimum:

- The NOP and all other public notices issued by the County in conjunction with the Project;

- The Final EIR for the Project;
- The Draft EIR;
- All written comments submitted by agencies or members of the public during the public review comment period on the Draft EIR;
- All responses to written comments submitted by agencies or members of the public during the public review comment period on the Draft EIR;
- All written and verbal public testimony presented during a noticed public hearing for the Project;
- The reports and technical memoranda included or referenced in the Response to Comments;
- All documents, studies, or other materials incorporated by reference in the Draft EIR and Final EIR;
- The Resolutions adopted by the District in connection with the Project, and all documents incorporated by reference therein, including comments received after the close of the comment period and responses thereto;
- Matters of common knowledge to the District, including but not limited to federal, state, and local laws and regulations;
- Any documents expressly cited in these Findings; and
- Any other relevant materials required to be in the record of proceedings by Public Resources Code Section 21167.6(e).

5.4 Certification Regarding Independent Judgment

Pursuant to Section 21082.1(c) of the Public Resources Code, the District certifies that the Board of Education, as the governing board for the Los Angeles Unified School District, has independently reviewed and analyzed the Final EIR. The Los Angeles Unified School District reviewed the Draft PEIR and supporting technical appendices and required changes to those documents prior to circulation for public review. The Draft EIR circulated for public review reflected the independent judgment of the District. The Final EIR similarly has been subject to review and revision by the District staff and reflects the independent judgment of the Board of Supervisors.

5.5 Relationship of Findings to the EIR

Pursuant to CEQA, on the basis of the review and consideration of the Final EIR, the Board of Education finds that all information added to the Final EIR in response to comments on the Draft EIR merely clarifies, amplifies, or makes insignificant modifications to an already adequate EIR pursuant to CEQA Guidelines Section 15088.5(b) and that no significant new information has been received that would require recirculation.

5.6 Mitigation Monitoring and Reporting Program

A Mitigation Monitoring and Reporting Program (MMRP) has been prepared to monitor and report the implementation of the Standard Conditions (SCs) and mitigation measures identified for the Project. The MMRP will be adopted by the Board of Education concurrently with these findings, and will be implemented by LAUSD during the Project's review, construction and post-construction periods. To the extent that these findings conclude that all mitigation measures outlined in the EIR are feasible and have not been modified, superseded, or withdrawn, LAUSD hereby binds itself to implement these measures. These findings, therefore, are not merely informational, but rather constitute a binding set of obligations that will come into effect when the Board of Education formally approves the Project.

5.7 CEQA Guidelines Section 15091 and 15092 Findings

Based on the foregoing findings and the information contained in the record, the Board of Education has made the required findings with respect to the significant impacts on the environment resulting from the Project pursuant to Section 15091 of the CEQA Guidelines.

- Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the mitigation measures or project alternatives identified in the Final EIR.

Based on the foregoing findings and the substantial evidence contained in the record, and as conditioned by the foregoing findings:

- All significant effects on the environment due to the program have been eliminated or substantially lessened where feasible.

- Any remaining significant effects on the environment found to be unavoidable are acceptable due to the environmental health and social benefits set forth in the Statement of Overriding Considerations.

Section 15092 of the CEQA Guidelines states that after consideration of an EIR, and in conjunction with the Section 15091 findings identified above, the Lead Agency may decide whether or how to approve or carry out the project. The Lead Agency may approve a project with unavoidable adverse environmental effects only when it finds that specific economic legal, social, technological, or other benefits of the proposed project outweigh those effects. Section 15093 requires the lead agency to document and substantiate any such determination in a "statement of overriding considerations" as a part of the record.

The Board of Education finds and determines that it has considered the identified means of lessening or avoiding the Project's significant effects and that to the extent any significant direct or indirect environmental effects, including cumulative Project impacts, remain unavoidable or not reduced to below a level of significance after mitigation, such impacts are acceptable in light of the social, legal, economic, environmental, technological, and other Project benefits, and such benefits override, outweigh, and make "acceptable" any such remaining environmental impacts of the Project.

5.8 Nature of Findings

After balancing the specific economic, legal, social, technological, and other benefits of the Project, the Board of Education has determined that the unavoidable adverse environmental impacts identified may be considered "acceptable" due to the specific considerations listed above which outweigh the unavoidable, adverse environmental impacts of the Project.

The Board of Education has considered information contained in the Final EIR as well as the public testimony and record of proceedings in which the Project was considered. Recognizing that significant unavoidable impacts will occur to cultural resources from construction of the Project, the Board of Education adopts the Statement of Overriding Considerations (Chapter 6). Having recognized all unavoidable significant impacts, the Board of Education hereby finds that each of the separate benefits of the proposed program, as stated herein, is determined to be unto itself an overriding consideration, independent of other benefits, that warrants approval of the Project and outweighs and overrides its unavoidable significant effects, and thereby justifies the approval of the Project.

Based on the foregoing findings and the information contained in the record, it is hereby determined that

a. All significant effects on the environment due to approval of the Project have been eliminated or substantially lessened where feasible; and

b. Any remaining significant effects on the environment found to be unavoidable are acceptable due to the factors described in the Statement of Overriding Considerations.

6. Statement of Overriding Considerations

The Final EIR for the Project has identified significant and unavoidable impacts that will result from implementation of the Project. These significant and unavoidable impacts will occur in the following environmental impact category:

- The demolition of historical resources is defined in *State CEQA Guidelines,* Section 15064.5. As defined in Section 3.2, *Cultural Resources*, the Campus is identified as an eligible historic district recommended for listing in the National Register of Historic Places (NRHP) based on criteria 3S due to its association with the PWA Moderne style and LAUSD, Post-1933 Long Beach Earthquake School Plants, 1933–1945. The historic district is comprised of six contributor buildings, namely, the Administration Building, Auditorium, Physical Education Building, Cafeteria, Shop No. 1, and Shop No. 2, all built from 1937 to 1939. None of the six contributors to the eligible historic district are individually eligible historic resources. The contributors and the priority of significance of each are listed in the Draft EIR in Table 3.2-2, *HRER Historic District Eligibility: Recommended Contributors to the Washington Irving Middle School District*. The six historic contributor buildings are shown in Draft EIR Figure 2-3, *Existing Site Plan and Context Photos*. The buildings proposed for demolition, including the Administration Building (historical contributor), are shown in Draft EIR Figure 2-7, *Demolition Plan*. Demolition of the Administration Building would result in a less than significant impact, based on California Register of Historical Resources (CRHR) eligibility criteria, because the remaining five PWA-era buildings would, with application of LAUSD SCs and appropriate mitigation measures, continue to maintain sufficient collective coherence, and sufficient integrity of *location, design, setting, materials, workmanship, feeling,* and *association*, to constitute a regionally important historic district. Based on NRHP eligibility criteria, demolition of the Administration Building would result in a significant impact because, without this central component, the historic district would no longer constitute a fully intact and exemplary PWA Moderne campus core. Due to removal of the Administration Building from the historic district, a significant and unavoidable impact to this historic resource would occur because the remaining five PWA-era buildings would no longer maintain sufficient collective coherence and sufficient integrity of *location, design, setting, materials, workmanship, feeling,* and *association*, to rise to the level of an NRHP eligible historic district.

These impacts are identified in the findings adopted by LAUSD pursuant to Section 15091 of Title 14 of the California Code of Regulations.

The lead agency's decision-making body under CEQA must balance the economic, legal, social, technological or other benefits of a project against its unavoidable environmental risks when determining whether to approve the project (see also Cal. Code Regs., Title 14, §15093). If the benefits of the project outweigh the unavoidable adverse effects, those effects may be considered acceptable. CEQA requires the agency to provide written findings supporting the specific reasons for considering a project acceptable when significant impacts are unavoidable. Those reasons are provided in this Statement of Overriding Considerations.

LAUSD finds that the economic, social, planning, and other benefits of the Project outweigh the significant and unavoidable impacts identified in the Final EIR and in the Record. In making this finding, LAUSD has balanced the benefits of the Project against its unavoidable impacts and has indicated its willingness to accept

those adverse impacts. LAUSD further finds that each one of the following benefits of the Project, on its own merit and collectively with the other benefits, warrant approval of the Project notwithstanding the significant and unavoidable impacts of the Project:

The following six core objectives have been established for Major Modernization Projects undertaken under the SUP:

1. The buildings that have been identified as requiring seismic upgrades must be addressed.

2. The buildings, grounds and site infrastructure determined to have significant/severe physical conditions; that already do, or are highly likely (in the near future) to pose a health and safety risk; or that negatively impact a school's ability to deliver the instructional program and/or operate, must be addressed.

3. The school's reliance on relocatable buildings, especially for K-12 instruction, should be significantly reduced.

4. Necessary and prioritized upgrades must be made throughout the school site in order to comply with the program accessibility requirements of the Americans with Disabilities Act (ADA) Title II Regulations, and the provisions of the Modified Consent Decree (MCD).

5. The exterior conditions of the school site should be addressed to improve the visual appearance including landscape, hardscape, and painting.

6. The interior physical conditions of classroom buildings that would otherwise not be addressed should be improved.

As these objectives, goals, and principles are applied to Irving MS and community, the following project-specific objectives have been developed:

Objective #1: Buildings meeting AB 300 criteria for seismic evaluation may be addressed, to the extent feasible, with a focus on those determined to have a high seismic vulnerability, through retrofit, removal, or seismic modernization, which will be determined based on an assessment of the seismic vulnerability of the building(s), the historic context of the building/site, actual or potential impact to the learning environment, site layout, and the approach that best ensures compliance with Division of the State Architect (DSA) requirements.

Consistent with Objective #1, Irving MS was identified for a seismic evaluation consisting of a study for seismic strength by the Facilities Team, which determined that the Campus buildings needed certain levels of upgrade and retrofit. The Project site is located entirely within an Alquist Priolo Earthquake Fault Zone, with the Hollywood Fault and the Raymond Fault running beneath the Campus.[42] The Hollywood Fault is estimated to be located in the southern corner of the Campus running west beneath the New Classroom Building and the Soccer Field; the Raymond Fault is estimated to be located in the north corner of the site running west beneath the Athletic Field; and a postulated fault is estimated to run west beneath the Homemaking Building, Classroom

[42] California Department of Conservation, California Geological Survey. N.d. Earthquake Zones of Required Investigation https://maps.conservation.ca.gov/cgs/EQZApp/app/ (accessed August 17, 2023)

Building, Administration Building, and bungalows. The Project is being undertaken to alleviate existing structural and seismic deficiencies in Campus buildings and to address the risks associated with the postulated fault. In addition to potential for fault rupture, three buildings on Campus (Administration Building, Auditorium, and Physical Education Building) have been found to have structural deficiencies (see Draft EIR Table 2-2, *Characteristics of Existing Buildings*).[43] The Administration Building has insufficient seismic gaps, overstressed shear walls, and diaphragm openings that are too large. The Auditorium has insufficient wall anchorage and diagonal sheathing at the diaphragm. The Physical Education Building has overstressed shear walls and insufficient wall anchorage at the diaphragm. The buildings' existing structural deficiencies currently pose greater risks of loss, injury, or death than other buildings if fault rupture were to occur.

The buildings on the Campus range in condition from good to critical.[44] Most of the buildings are in poor condition. The Homemaking Building, Cafeteria, New Classroom Building, and Shop Building #2 are all in critical condition, with HVAC and Fire Protection being the primary concerns cited in the Facilities Condition Index as well as by the site observation team. Assembly Bill (AB) 300, enacted in 1999, required the State of California Department of General Services (DGS) to survey the State's public school buildings (grades K–12) for earthquake safety and to submit a report of its findings to the Legislature.[45] In addition, AB 300 was amended in 2001 adding Section 17317, required the DGS to be in consultation with the Seismic Commission for conducting an inventory of public school buildings that did not meet the minimum requirements of the 1976 Uniform Building Code.[46] Since 2006, 667 of LAUSD's buildings have been identified for seismic evaluation based upon AB 300 criteria and LAUSD's higher standards. Since that time, seismic evaluations have been performed on school buildings identified to be the most seismically vulnerable, and projects have been developed to address the buildings determined to be in the greatest need of structural upgrades. The three buildings on the AB 300 list (Administration Building, Auditorium, and Physical Education Building) have all been found to have structural deficiencies. The Administration Building has insufficient seismic gaps, overstressed shear walls, and diaphragm openings that are too large. The Auditorium has insufficient wall anchorage and diagonal sheathing at the diaphragm. The Physical Education Building was found in the Site Analysis and Development Report to have overstressed shear walls and insufficient wall anchorage at the diaphragm. The Administration Building is located in a fault zone. The Classroom Building, Homemaking Building, New Classroom Building, and Shop Building #2 are located on the fault. The Physical Education Building is located outside the postulated fault zone, within the 50-foot setback area. All six bungalow classrooms are either located on the fault or within the 50-foot setback area.

The Project would replace the removed Administration Building, Homemaking Building, a permanent classroom building, and multiple portable buildings with new construction at least 50 feet away from the known fault. The modernization of the Campus would facilitate a safe and secure Campus that is better aligned with

[43] NAC Architecture for Los Angeles Unified School District. February 3, 2023. Irving Steam Magnet Middle School Site Analysis and Development Report.

[44] NAC Architecture for Los Angeles Unified School District. February 3, 2023. Irving Steam Magnet Middle School Site Analysis and Development Report.

[45] Los Angeles Unified School District. N.d. Seismic Safety of School Buildings. https://www.lausd.org/Page/18943 (accessed November 2, 2023).

[46] California Legislative Information. N.d. Article 3, Section 17317. https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=17317 (accessed July 11, 2024).

the current instructional program and meets current DSA requirements and educational specifications. Structurally vulnerable buildings located on an identified earthquake fault would be demolished and replaced by a new building that will improve educational quality and safety for students and staff. The Project also includes essential upgrades, including seismic retrofit of the Auditorium Building outside of the earthquake fault, the removal of barriers and other accessibility upgrades, and various landscape and hardscape improvements (see Draft EIR Table 2-3, *Proposed Project [Demolition, Removal, and Construction]*). Seismic retrofitting would be completed in compliance with the seismic safety requirements of the LAUSD Supplemental Geohazard Assessment Scope of Work, California Building Code, Division of State Architect, and California Department of Education.

The Project would result in demolition and/or modifications to existing buildings, including historic buildings and resources. However, the Project would be designed to preserve and/or enhance character-defining features associated with the Campus, while avoiding the earthquake fault. Additionally, the Project would be designed and implemented in a manner that complies with the LAUSD Design Guidelines and Treatment Approaches for Historic Schools.[47]

Objective #2: The buildings, grounds, and site infrastructure that have significant/severe physical conditions that already do or are highly likely in the near future to pose a health and safety risk, or negatively impact a school's ability to deliver the instructional program and/or operate may be addressed by repair or replacement.

Consistent with Objective #2, the Project is being undertaken to alleviate existing structural and seismic deficiencies in Campus buildings and to address the risks associated with the postulated fault. The Raymond Fault is estimated to be located in the north corner of the Irving MS Campus, running west beneath the Athletic Field; and a postulated fault is estimated to run west beneath the Homemaking Building, Classroom Building, Administration Building, and bungalows. In addition to potential for fault rupture, three buildings on the Campus (Administration Building, Auditorium, and Physical Education Building) have been found to have structural deficiencies (see Draft EIR Table 2-2, *Characteristics of Existing Buildings*).[48] The Administration Building has insufficient seismic gaps, overstressed shear walls, and diaphragm openings that are too large. The Auditorium has insufficient wall anchorage and diagonal sheathing at the diaphragm. The Physical Education Building has overstressed shear walls and insufficient wall anchorage at the diaphragm. The buildings' existing structural deficiencies currently pose greater risks of loss, injury, or death than other buildings if fault rupture were to occur. The buildings on the Campus range in condition from good to critical with most of the buildings in poor condition.[49] The Homemaking Building, Cafeteria, New Classroom Building, and Shop Building #2 are all in critical condition, with HVAC and Fire Protection being the primary concerns cited in the Facilities Condition Index as well as by the site observation team. The three buildings on the AB 300 list (Administration Building, Auditorium, and Physical Education Building) have all been found to have structural deficiencies. The Administration Building has insufficient seismic gaps, overstressed shear walls and diaphragm openings that

47 SWCA Environmental Consultants. January 2015. Los Angeles Unified School District Design Guidelines and Treatment Approaches for Historic Schools. https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/135/pdf%20files/Final_Design_Guidelines.pdf

48 NAC Architecture for Los Angeles Unified School District. February 3, 2023. Irving Steam Magnet Middle School Site Analysis and Development Report.

49 NAC Architecture for Los Angeles Unified School District. February 3, 2023. Irving Steam Magnet Middle School Site Analysis and Development Report.

are too large. The Auditorium has insufficient wall anchorage and diagonal sheathing at the diaphragm. The Physical Education Building was found in the Site Analysis and Development Report to have overstressed shear walls and insufficient wall anchorage at the diaphragm. The Administration Building is located in a fault zone. The Classroom Building, Homemaking Building, New Classroom Building, and Shop Building #2 are located on the fault. The Physical Education Building is located outside the postulated fault zone, within the 50-foot setback area. All six bungalow classrooms are either located on the fault or within the 50-foot setback area.

The Project would replace the removed Administration Building, Homemaking Building, a permanent classroom building, and multiple portable buildings with new construction at least 50 feet away from the known fault. The modernization of the Campus would facilitate a safe and secure Campus that is better aligned with the current instructional program and meets current DSA requirements and educational specifications. Structurally vulnerable buildings located on an identified earthquake fault would be demolished and replaced by a new building that will improve educational quality and safety for students and staff. The Project also includes essential upgrades, including seismic retrofit of the Auditorium Building outside of the earthquake fault, the removal of barriers and other accessibility upgrades, and various landscape and hardscape improvements (see Draft EIR Table 2-3, *Proposed Project [Demolition, Removal, and Construction]*). Seismic retrofitting would be completed in compliance with the seismic safety requirements of the LAUSD Supplemental Geohazard Assessment Scope of Work, California Building Code, Division of State Architect, and California Department of Education.

Objective #3: The District reliance on relocatable buildings, especially for K–12 instruction, should be reduced.

Consistent with Objective #3, the elimination of relocatable classrooms from school facilities is a long-term LAUSD goal, as identified in the LAUSD Strategic Execution Plan. Portable classrooms occupy critical acreage and reduce the amount of open space on the school Campus. The Project will eliminate seven portable buildings from the Irving MS Campus and replace them with permanent facilities.

Irving MS has 11 permanent buildings comprising 56 standard classrooms and six portable buildings comprising nine standard classrooms. The Project would involve removal of all five portable bungalows, one sanitary portable, and one service portable structure, 12,172 square feet in total (see Draft EIR Table 2-3). The Project would replace the portable bungalows and three demolished permanent buildings with 56,000 square feet of new permanent administration and classroom building, 2,500 square feet of permanent maintenance and operations building, and 3,500 square feet of permanent modular classroom building for the City of Angels program, consistent with the District objective to reduce reliance on relocatable buildings.

Objective #4: Necessary and prioritized upgrades must be made throughout the school site in order to comply with the program accessibility requirements of the Americans with Disabilities Act (ADA) Title II Regulations, and the District's Self-Evaluation and Transition Plan under Title II of the ADA.

Consistent with Objective #4, upgrades would be throughout the Irving MS school site in order to comply with the ADA. In addition to the demolition of existing buildings and construction of new buildings that would be required to comply with the ADA, the Project includes seismic and structural retrofitting for the Auditorium and a Campus-wide fire alarm upgrade. The Project provides for ADA upgrades and accessibility as noted in

the LAUSD Self-Evaluation and Transition Plan (SET Plan).[50] The SET Plan notes that programs, benefits, services, and activities provided by public entities must be made accessible to people with disabilities which are key requirements of both the ADA and Section 504, of the Rehabilitation Act of 1973.

Upon completion of the Project, the minimum parking requirements would either be met or exceeded based on the LAUSD School Design Guide and ADA standard requirements. Since the Project will be a design-build effort, the total parking spaces provided would be determined per LAUSD design guide and ADA standards during the design phase and in coordination with LAUSD. According to ADA requirements per Draft EIR Table 2.4, *ADA Requirements – Minimum Number of Accessible Spaces*, six accessible parking spaces will be required based on the total of 104 new parking spaces, of which one of the six would be required to be a "Van-Accessible" space.[51]

After the Project, all existing pedestrian points of entry would remain except for "Octavia Gate 3," which serves as the City of Angels Entrance along Fletcher Drive. This entrance would be relocated, as the City of Angels would be relocated on-Campus. Pavement areas within the Campus would include proper placement, mixing, and compaction of soil fills and maintain clearances of structural footings during trenching per the geotechnical report recommendations while maintaining paths to be ADA compliant. In addition, worn down or damaged paths due to site construction would be repaired.

Objective #5: The exterior conditions of the school site will be enhanced around new buildings and/or areas impacted by construction to improve the visual appearance including landscape and hardscape.

Consistent with Objective #5, the Project would include new landscaped areas that contribute to meeting the District Board's goal of 30 percent landscaped areas. Landscaped and hardscaped areas would be designed to be located directly above the fault as only nonstructural construction is permitted in those areas. The Project would improve portions of the parking lots and playgrounds that are located on District property (see development zone in DEIR Figure 2-8, *Proposed Site Plan*).

Objective #6: Outdoor learning environments will be developed where the site layout and project planning provide the opportunity.

Consistent with Objective #6, the Project would improve portions of the parking lots and playgrounds that are located on District property (see development zone in DEIR Figure 2-8). Any areas located directly above the fault would be turned into outdoor areas, such as hardscape, landscape, or parking areas. In addition to meeting essential functional and operational needs, the Campus landscape provides opportunities for students, faculty, and staff to engage with nature. The landscaped areas would serve multiple purposes: functional, educational, and experiential.

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50 Los Angeles Unified School District. October 10, 2017. Self-Evaluation and Transition Plan. https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/821/AAA%20Self-Evaluation%20and%20Transition%20Plan%20Under%20the%20ADA%20APPROVED%20101017.pdf

51 ADA.gov – U.S. Department of Civil Rights Division. September 15, 2010. 2010 ADA Standards for Accessible Design. Available at: https://www.ada.gov/resources/restriping-parking-spaces/ (accessed July 22, 2024).

LAUSD hereby finds that each of the reasons stated above constitutes a separate and independent basis of justification for the Statement of Overriding Considerations, and each independently supports the Statement of Overriding Considerations and overrides the significant and unavoidable environmental effects of the Project. In addition, each reason is independently supported by substantial evidence contained in the Record.

For the above-mentioned reasons, the LAUSD Board of Education hereby finds that the benefits of the Irving MS Major Modernization Project outweigh and override any adverse environmental impacts associated with the Project.

Return to Order of Business

TAB 4

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-074-24/25, **Version:** 1

Project Approval for the Washington Irving Middle School Math Music Engineering Magnet Major Modernization Project
January 14, 2025
Facilities Services Division

Action Proposed:
Approve the proposed Washington Irving Middle School Math Music Engineering Magnet Major Modernization Project (Project).

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

The Office of Environmental Health and Safety's (OEHS) evaluation of the proposed Project resulted in the preparation of an Environmental Impact Report (EIR). Pursuant to the California Environmental Quality Act (CEQA) Guidelines, staff is requesting the Board of Education (Board) approve the proposed Project so that construction activities can commence at a later date. The proposed action may only be considered after the Board certifies the EIR prepared by OEHS in compliance with CEQA and State CEQA Guidelines for the proposed Project.

Background:
On October 12, 2021, the Board approved the project definition for site due diligence, planning, and feasibility activities necessary to propose scope recommendations, budget, and schedule for the proposed Project. Subsequently, on November 15, 2022, the Board approved the project redefinition for the proposed Project to begin the environmental review, design, procurement, and other activities necessary to implement the proposed Project.

The proposed Project is located within the 11.18-acre school campus at 3010 Estara Avenue within the Glassell Park/Los Feliz neighborhood in the City of Los Angeles (Board District 5, Region West). Irving STEAM Magnet Middle School (School) opened in 1937. All existing buildings were constructed between 1937 and 2004. The campus has been identified eligible as a historic district due to its depiction of a post-Long Beach Earthquake middle school campus that embodies Los Angeles Unified school planning and design concepts of the period and is an example of PWA (Public Works Administration) Moderne architecture applied to a middle school campus. The Administration Building, one-story Classroom Building, Homemaking Building and five relocatable buildings are identified as being located on an earthquake fault. As of the 2024-2025 Electronic Capacity Assessment Review (E-CAR), the School served approximately 900 students in grades 6 through 8 and the projected enrollment for planning purposes is 750 students.

The proposed Project will construct new facilities, including a two-story Classroom Building with 19 general and specialty classrooms and support spaces, library, student store and administration spaces; a one-story Maintenance & Operations Building with office and support spaces; and a one-story City of Angels Building

with 2 general classrooms and support spaces. The proposed Project also includes the seismic retrofit of the existing Auditorium and infrastructure upgrades to ensure compliance with the Americans with Disabilities Act. The proposed Project will reduce the School's current capacity and total number of classrooms from 65 to 46 classrooms based on the planned/projected enrollment.

The proposed Project includes the demolition of three permanent buildings (two-story Administration Building, one-story Classroom Building and one-story Homemaking Building), and six relocatable buildings. Interim facilities will be installed to allow the School to remain operational and minimize impact during construction.

The proposed Project also includes utility upgrades; a campus-wide fire alarm upgrade; Internet Protocol (IP) convergence; new parking areas; new outdoor learning environments; the removal and replacement of trees; landscaping and irrigation; hardscaping; fencing, gates, and site furnishings.

Expected Outcomes:
Approval of the proposed Project will permit construction activities to be undertaken once the Division of the State Architect (DSA) approval is secured. Construction activities related to the construction of new buildings are anticipated to begin in the third quarter of 2026, and site/utility/interim facilities activities may begin in advance of this work, in an earlier phase. Construction is anticipated to be completed in the first quarter of 2030.

Board Options and Consequences:
Adoption of staff's proposal will permit Los Angeles Unified to proceed with the construction of the proposed Project after DSA approval is secured. If the proposed action is not adopted, staff will be unable to proceed with construction activities. As a result, the School will continue to operate with aging, deteriorating, and outdated buildings and grounds and will continue to have students in buildings located on an earthquake fault. Furthermore, students, staff and the community will not benefit from the significant facilities improvements that will be undertaken as part of the proposed Project.

Policy Implications:
This action helps facilitate the Facilities Services Division Strategic Execution Plan and supports the goals and objectives of the School Upgrade Program (SUP). The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan, Pillar 4 Operational Effectiveness, Modernizing Infrastructure by upgrading facilities to support the instructional program.

Budget Impact:
The proposed action does not have a budget impact as the Board previously authorized funding for the proposed Project when it adopted the project definition. The current budget for the proposed Project is $173,355,078. The proposed Project is funded by Bond Program funds targeted in the SUP for major modernizations, upgrades, and reconfigurations to school campuses.

Student Impact:
The proposed Project will help ensure that approximately 900 existing and future students attending the school are provided with safe and updated facilities that support learning.

Equity Impact:
The intent of the major modernization project is to address buildings and grounds that pose a safety concern and have the greatest need for upgrades with emphasis placed on seismic safety, reducing Los Angeles Unified's reliance on relocatable buildings, and addressing the most critical/severe physical conditions. While

the proposed Project is extensive in nature, less critical items may not be addressed. This approach allows Los Angeles Unified to reach more schools with the limited funding available.

Issues and Analysis:
OEHS evaluated the proposed Project to determine potential impacts on the environment in accordance with CEQA and State CEQA Guidelines. This evaluation, as documented in the Initial Study (IS), resulted in the preparation of an EIR. The EIR was circulated for a 45-day public review period from September 16, 2024, to October 31, 2024. The analysis documented in the EIR found that the proposed Project would result in significant environmental impacts as a result of construction or operation of the proposed Project. Pursuant to State CEQA Guidelines, prior to the proposed Project proceeding into construction, the Board must certify the EIR and subsequently must approve the proposed Project.

Attachments:
None

Informatives:
None

Submitted:
11/21/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

PEDRO SALCIDO
Deputy Superintendent
Business Services and Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

PRESENTED BY:

ISSAM DAHDUL
Director of Facilities Planning
& Development
Facilities Services Division

Return to Order of Business

TAB 5

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-101-24/25, **Version:** 1

Define and Approve Seven Playground and Campus Exterior Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
January 14, 2025
Facilities Services Division

Action Proposed:
Define and approve seven Playground and Campus Exterior Upgrade Projects (Projects), as described in Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The combined budget for the proposed Projects is $93,047,853.

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

Background:
On August 24, 2021, the Board of Education (Board) adopted an update to the School Upgrade Program (SUP) to integrate Measure RR funding and priorities into its operational framework and approved the Measure RR Implementation Plan (Implementation Plan) to help guide the identification of sites and development of project proposals. The Implementation Plan included, among other things, the development of playground and campus exterior upgrade projects within the category of need for Critical Replacements and Upgrades of School Building/Site Systems and Components. These proposed Projects will address the most deteriorated paving conditions and transform playground areas.

The proposed Projects include, but are not limited to, greening and landscaping improvements throughout the campus to meet the District's goal of schoolyards to be 30% green/natural, paving replacement in playgrounds and other areas, solar reflective coating in playgrounds, privacy fencing where needed, exterior painting of all buildings and structures, and accessibility upgrades, as described in Exhibit A.

Additionally, the proposed project at Dolores Street Elementary School (Dolores) will incorporate Bond Program funds earmarked in the Implementation Plan for the Americans with Disabilities Act (ADA) Transition Plan Implementation. On October 10, 2017, the Board approved the Self-Evaluation and Transition Plan (Transition Plan) under the ADA to further Los Angeles Unified efforts to comply with ADA Title II program accessibility requirements. The Transition Plan identified program accessibility upgrades as a priority at Dolores and these have been incorporated into the Project as described in Exhibit A.

Bond Oversight Committee Recommendations:
This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on December 12, 2024. Pursuant to the Memorandum of Understanding (MOU) between the BOC and the Board of Education (Board), the District provided the BOC with the opportunity to consider the bond funded proposal and make a recommendation to the Board as to whether to approve or disapprove the proposal, prior to presenting the item to the Board for final action. Following discussion, a vote was taken which resulted

in 5 ayes, 4 nays, 1 abstention, and 3 absences, as referenced in Exhibit B. Having fulfilled the requirements under the MOU, and after further review with staff, the proposal will proceed to the Board without a BOC recommendation. The presentation that was provided is included as Exhibit C.

Expected Outcomes:
Staff anticipates the Board will adopt this proposed amendment to the Facilities SEP to define and approve the seven proposed Projects. Approval will authorize staff to proceed with the implementation of the proposed Projects to improve student health, safety, and educational quality.

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

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

Budget Impact:
The combined budget for the seven proposed Projects is $93,047,853. The proposed Projects will be funded with Bond Program funds earmarked specifically for critical replacements and upgrades of school building/site systems and components.

The $27,861,742 budget for the proposed Project at Dolores includes $8,215,000 for accessibility upgrades. Bond Program funds targeted for the ADA Transition Plan Implementation will be transferred to funds earmarked in the SUP for critical replacements and upgrades of school building/site systems and components.

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

Student Impact:
Approval of the proposed Projects enables the District to continue ongoing efforts to undertake facilities improvements that help ensure more than 3,000 current and future students attending the seven schools are provided with a safe school environment that promotes teaching and learning.

Equity Impact:
Facilities Condition Assessment data identified schools with the worst paving condition based on age, aesthetics, deterioration, health and safety concerns, and weighting factors for paving condition and the Los Angeles Unified Greening Index was applied to achieve an equitable distribution to prioritize schools across the District for development of a proposed Project.

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

Attachments:
Exhibit A - Seven Playground and Campus Exterior Upgrade Projects
Exhibit B - BOC Resolution
Exhibit C - BOC Presentation

Informatives:
None

Submitted:
11/25/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

PRESENTED BY:

ISSAM DAHDUL
Director of Facilities Planning and Development

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit A
Seven Playground and Campus Exterior Upgrade Projects

1. **Atwater Elementary School – Playground and Campus Exterior Upgrade Project**
   - *Board District 5 – Karla Griego, Region West*
   - *Project Scope*
     - Replace approximately 66,000 square feet of paving in the main and kindergarten playgrounds.
     - Hardscape upgrades inclusive of solar reflective coating at playgrounds.
     - Replacement of playground equipment as necessary.
     - Greening improvements may include playfields with new irrigation, outdoor learning and activity stations, landscaping, and planting areas to meet the District's goal for schoolyards to be 30% green/natural (currently the schoolyard is approximately 32% green).
     - Installation of privacy fencing as required.
     - Painting the exterior of existing buildings and structures.
     - Upgrades to existing trash enclosure.
     - Infrastructure upgrades including sanitary sewer and storm drainage utilities as necessary.
     - Requirements from the Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), or other improvements to ensure compliance with local, state, and federal requirements.
   - *Project Budget:* $8,626,490
   - *Project Schedule:* Construction is anticipated to begin in Q2-2027 and completed in Q2-2029.

2. **Dolores Street Elementary School – Playground and Campus Exterior Upgrade Project with ADA Improvements**
   - *Board District 7 – Tanya Ortiz Franklin, Region South*
   - *Project Scope*
     - Replace approximately 115,000 square feet of paving in two main playgrounds (North and South) and two kindergarten playgrounds.
     - Hardscape upgrades inclusive of solar reflective coating at playgrounds.
     - Replacement of playground equipment as necessary.
     - Greening improvements may include playfields with new irrigation, outdoor learning and activity stations, landscaping, and planting areas to meet the District's goal for schoolyards to be 30% green/natural (currently the schoolyard is approximately 1.7% green).
     - Installation of privacy fencing as required.
     - Painting the exterior of existing buildings and structures.
     - Upgrades to existing trash enclosure.
     - Infrastructure upgrades including sanitary sewer and storm drainage utilities as necessary.
     - Includes correction, replacement, or installation of 11 paths of travel, 10 restrooms, six drinking fountains, one concrete ramp, three metal ramps, one assembly seating area, one stage lift with stage adapt, one parking area, and other accessibility upgrades, in order to provide programmatic access.
     - Requirements from the ADA, DSA, CEQA, DTSC, or other improvements to ensure compliance with local, state, and federal requirements.
   - *Project Budget:* $27,861,742
   - *Project Schedule:* Construction is anticipated to begin in Q2-2027 and completed in Q4-2029.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit A
Seven Playground and Campus Exterior Upgrade Projects

3. MacArthur Park Elementary School for the Visual and Performing Arts – Playground and Campus Exterior Upgrade Project

- *Board District 2 – Dr. Rocío Rivas, Region East*
- *Project Scope*
  - Replace approximately 18,000 square feet of paving in the main and kindergarten playgrounds.
  - Hardscape upgrades inclusive of solar reflective coating at playgrounds.
  - Replacement of playground equipment as necessary.
  - Greening improvements may include playfields with new irrigation, outdoor learning and activity stations, landscaping, and planting areas to meet the District's goal for schoolyards to be 30% green/natural (currently the schoolyard is approximately 26% green).
  - Installation of privacy fencing as required.
  - Painting the exterior of existing buildings and structures.
  - Infrastructure upgrades including sanitary sewer and storm drainage utilities as necessary.
  - Requirements from the ADA, DSA, CEQA, DTSC, or other improvements to ensure compliance with local, state, and federal requirements.
- *Project Budget:* $5,444,141
- *Project Schedule:* Construction is anticipated to begin in Q2-2027 and completed in Q4-2028.

4. Monlux Elementary School – Playground and Campus Exterior Upgrade Project

- *Board District 6 – Kelly Gonez, Region North*
- *Project Scope*
  - Replace approximately 87,000 square feet of paving in the main and kindergarten playgrounds and lunch shelter area.
  - Hardscape upgrades inclusive of solar reflective coating at playgrounds.
  - Replacement of playground equipment as necessary.
  - Greening improvements may include playfields with new irrigation, outdoor learning and activity stations, landscaping, and planting areas to meet the District's goal for schoolyards to be 30% green/natural (currently the schoolyard is approximately 19% green).
  - Installation of privacy fencing as required.
  - Painting the exterior of existing buildings and structures.
  - Provide new trash enclosure.
  - Infrastructure upgrades including sanitary sewer and storm drainage utilities as necessary.
  - Requirements from the ADA, DSA, CEQA, DTSC, or other improvements to ensure compliance with local, state, and federal requirements.
- *Project Budget:* $14,134,315
- *Project Schedule:* Construction is anticipated to begin in Q2-2027 and completed in Q2-2029.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit A
Seven Playground and Campus Exterior Upgrade Projects

5. Palms Elementary School – Playground and Campus Exterior Upgrade Project

- *Board District 1 – Sherlett Hendy Newbill, Region West*
- *Project Scope*
  - Replace approximately 53,000 square feet of paving in the main and kindergarten playgrounds and lunch shelter area.
  - Hardscape upgrades inclusive of solar reflective coating at playgrounds.
  - Replacement of playground equipment as necessary.
  - Greening improvements may include playfields with new irrigation, outdoor learning and activity stations, landscaping, and planting areas to meet the District's goal for schoolyards to be 30% green/natural (currently the schoolyard is approximately 6% green).
  - Installation of privacy fencing as required.
  - Painting the exterior of existing buildings and structures.
  - Upgrades to existing trash enclosure.
  - Infrastructure upgrades including sanitary sewer and storm drainage utilities as necessary.
  - Requirements from the ADA, DSA, CEQA, DTSC, or other improvements to ensure compliance with local, state, and federal requirements.
- *Project Budget:* $9,131,296
- *Project Schedule:* Construction is anticipated to begin in Q2-2027 and completed in Q2-2029.

6. Roscomare Elementary School – Playground and Campus Exterior Upgrade Project

- *Board District 4 – Nick Melvoin, Region West*
- *Project Scope*
  - Replace approximately 80,000 square feet of paving in the main and kindergarten playgrounds.
  - Hardscape upgrades inclusive of solar reflective coating at playgrounds.
  - Replacement of playground equipment as necessary.
  - Greening improvements may include playfields with new irrigation, outdoor learning and activity stations, landscaping, and planting areas to meet the District's goal for schoolyards to be 30% green/natural (currently the schoolyard is approximately 25% green).
  - Installation of privacy fencing as required.
  - Painting the exterior of existing buildings and structures.
  - Upgrades to existing trash enclosure.
  - Infrastructure upgrades including sanitary sewer and storm drainage utilities as necessary.
  - Requirements from the ADA, DSA, CEQA, DTSC, or other improvements to ensure compliance with local, state, and federal requirements.
- *Project Budget:* $12,201,794
- *Project Schedule:* Construction is anticipated to begin in Q2-2027 and completed in Q2-2029.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit A
Seven Playground and Campus Exterior Upgrade Projects

7. Woodland Hills Elementary Charter for Enriched Studies – Playground and Campus Exterior Upgrade Project

- *Board District 4 – Nick Melvoin, Region North*
- *Project Scope*
  - Replace approximately 62,000 square feet of paving in the two main playgrounds (upper and lower), kindergarten playground, and the north campus schoolyard.
  - Hardscape upgrades inclusive of solar reflective coating at playgrounds.
  - Replacement of playground equipment as necessary.
  - Greening improvements may include playfields with new irrigation, outdoor learning and activity stations, landscaping, and planting areas to meet the District's goal for schoolyards to be 30% green/natural (currently the schoolyard is approximately 8% green).
  - Installation of privacy fencing and replacement of retaining walls at new fence posts, as required.
  - Painting the exterior of existing buildings, structures, and retaining/planter walls.
  - Provide new trash enclosure.
  - Infrastructure upgrades including sanitary sewer and storm drainage utilities as necessary.
  - Requirements from the ADA, DSA, CEQA, DTSC, or other improvements to ensure compliance with local, state, and federal requirements.
- *Project Budget:* $15,648,075
- *Project Schedule:* Construction is anticipated to begin in Q2-2027 and completed in Q2-2029.

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

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

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

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

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

Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2024- 39

BOARD REPORT 101-24/25

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE SEVEN PLAYGROUND AND CAMPUS EXTERIOR UPGRADE PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, District Staff proposes that the Board of Education (Board) define and approve seven Playground and Campus Exterior Upgrade Projects (Projects) with a combined budget of $93,047,853, as described in Board Report No. 101-24/25 attached hereto, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, and authorize the Chief Procurement Officer and/or the Chief Facilities Executive, and/or their designee(s), to execute all instruments necessary, as legally permissible, to implement the proposed Projects including budget modifications and the purchase of equipment and materials; and

WHEREAS, The Measure RR Implementation Plan included, among other things, the development of playground and campus exterior upgrade projects within the category of need for Critical Replacements and Upgrade of School Building/Site Systems and Components; and

WHEREAS, These proposed Projects will address the most deteriorated paving conditions and transform playground areas; and

WHEREAS, The proposed Projects include, but are not limited to, greening and landscaping improvements throughout the campus to meet the District's goal of schoolyards to be 30% green/natural, paving replacement in playgrounds and other areas, solar reflective coating in playgrounds, privacy fencing where needed, exterior painting of all buildings and structures, and accessibility upgrades; and

WHEREAS, Additionally, the proposed project at Dolores Street Elementary School (Dolores) will incorporate Bond Program funds earmarked in the Implementation Plan for the Americans with Disabilities Act (ADA) Transition Plan Implementation. On October 10, 2017, the Board approved the Self-Evaluation and Transition Plan (Transition Plan) under the ADA to further Los Angeles Unified efforts to comply with ADA Title II program accessibility requirements. The Transition Plan identified program accessibility upgrades as a priority at Dolores and these have been incorporated into the Project as described in Exhibit A; and

NOT ADOPTED

RESOLUTION 2024-39
RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE SEVEN PLAYGROUND AND CAMPUS EXTERIOR UPGRADE PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, The $27,861,742 budget for the proposed Project at Dolores includes $8,215,000 for accessibility upgrades. Bond Program funds targeted for the ADA Transition Plan Implementation will be transferred to funds earmarked in the SUP for critical replacements and upgrades of school building/site systems and components; and

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Citizens' Bond Oversight Committee recommends that the Board of Education define and approve seven Playground and Campus Exterior Upgrade Projects, with a combined budget of $93,047,853, and amend the Facilities SEP to incorporate therein, as described in Board Report No. 101-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

2. This resolution shall be transmitted to the Los Angeles Unified Board and posted on the BOC's website.

3. Los Angeles Unified is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and Los Angeles Unified.

NOT ADOPTED on December 12, 2024, by the following vote:

AYES:	**5**	ABSTENTIONS:	**1**
NAYS:	**4**	ABSENCES:	**3**

D. Michael Hamner
Chair

Robert Campbell
Vice-Chair

NOT ADOPTED

Playground & Campus Exterior Upgrade Projects

Bond Oversight Committee Meeting
December 12, 2024

Playground & Campus Exterior Upgrades

- At 30 Elementary Schools
  - Address the most deteriorated asphalt paving conditions and transform playground areas
- Projects will provide:
  - Landscaping, planters, trees, greening, outdoor and activity stations
  - Replacement of deteriorated asphalt playgrounds and other areas
  - Solar reflective coating in playground areas
  - Sitewide exterior painting and privacy fencing, as needed
- Anticipated Board Action
  - February 2023 through March 2025
  - Sites with the lowest paving remaining service life will be prioritized

Identifying and Prioritizing Projects

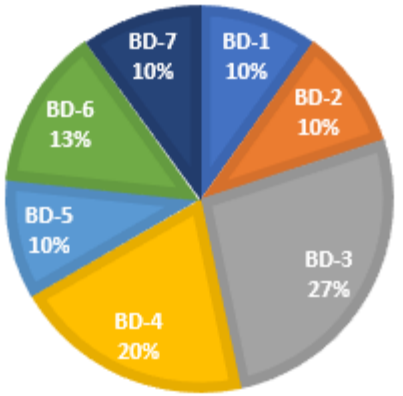
The Worst, First -- Paving Condition:

Facilities Condition Assessment data to identify a **Top 75 Schools Priority List from which to draw 30 schools** with the worst paving condition based on age & aesthetics, deterioration, health & safety concerns.

The Distribution Ratio:

Weighting factors for paving condition and the Greening Index applied to the Top 75 Schools Priority List to achieve a more equitable distribution for 30 eligible projects across the District.

Board District	No. of Schools
BD-1	3
BD-2	3
BD-3	8
BD-4	6
BD-5	3
BD-6	4
BD-7	3
Total	30



LAUSD UNIFIED

Playground & Campus Exterior Upgrade Projects, Group 3

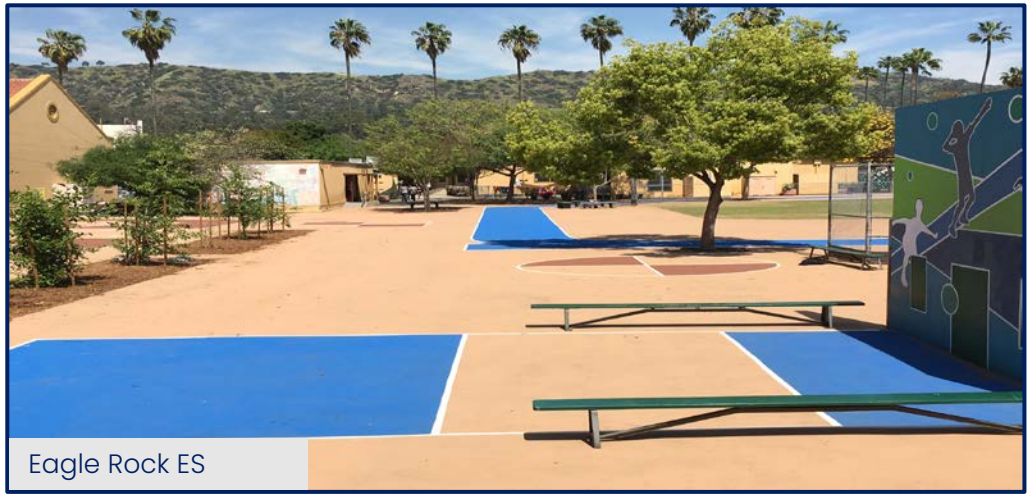
Item	Board District	Region	Site	Budget	Anticipated Construction Start	Anticipated Construction Completion
1	5	West	Atwater ES	$8,626,490	Q2-2027	Q2-2029
2	7	South	Dolores Street ES	$27,861,742	Q2-2027	Q4-2029
3	2	East	MacArthur Park VPA ES	$5,444,141	Q2-2027	Q4-2028
4	6	North	Monlux ES	$14,134,315	Q2-2027	Q2-2029
5	1	West	Palms ES	$9,131,296	Q2-2027	Q2-2029
6	4	West	Roscomare ES	$12,201,794	Q2-2027	Q2-2029
7	4	North	Woodland Hills CES	$15,648,075	Q2-2027	Q2-2029
			Total:	**$93,047,853**		

- These projects include, but are not limited to:
  - Removal and replacement of the paving at the main & kindergarten playground areas (and some lunch shelter areas)
  - Hardscape upgrades inclusive of solar reflective coating at playgrounds
  - Replacement of playground equipment as necessary
  - Improvements necessary to meet the District's goal for schoolyards to be 30% green/natural
  - Installation of privacy fencing as required
  - Painting the exterior of existing buildings and structures
  - Upgrades to trash enclosure
  - Infrastructure upgrades including sanitary sewer and storm drainage utilities as necessary
  - Requirements from the Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), or other improvements to ensure compliance with local, state, and federal requirements

LAUSD UNIFIED

Concept Photos

Solar Reflective Asphalt


Eagle Rock ES


Mayall Academy ES

Outdoor Learning Areas


Learning Garden


Gathering


Climbing


Gardening


Performing

LAUSD UNIFIED

Atwater ES – Playground & Campus Exterior Upgrade Project

Board District 5
Region West

Project Scope

Buildings/Structures

- Painting the exterior of existing buildings and structures

Site Improvements

- Replace approximately 66,000 square feet of paving in the main and kindergarten playgrounds
- Hardscape upgrades inclusive of solar reflective coating at playgrounds
- Replacement of playground equipment as necessary
- Greening improvements may include playfields with new irrigation, outdoor learning and activity stations, landscaping, and planting areas to meet the District's goal for schoolyards to be 30% green/natural* (currently the schoolyard is approximately 32% green)
- Installation of privacy fencing as required
- Upgrades to existing trash enclosure
- Infrastructure upgrades including storm drainage and utilities as necessary
- Requirements from the Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), or other improvements to ensure compliance with local, state, and federal requirements

Project Budget

$8,626,490

- Site & Environmental 2.8%
- Plans 10.5%
- Construction 69.7%
- Management 10.8%
- Other/Reserve 6.2%

Anticipated Construction Schedule

- Construction Start Q2-2027
- Construction Complete Q2-2029

** Board adopted Green School for All Resolution, September 2022*



Atwater ES – Playground & Campus Exterior Upgrade Project (Continued)

Board District 5
Region West



Playground looking southwest



Playground looking northeast

Dolores Street ES – Playground and Campus Exterior Upgrade with ADA Improvements Project

Board District 7
Region South

Project Scope

Buildings/Structures

- Painting the exterior of existing buildings and structures

Site Improvements

- Replace approximately 115,000 square feet of paving in two main playgrounds (North and South) and two kindergarten playgrounds
- Hardscape upgrades inclusive of solar reflective coating at playgrounds
- Replacement of playground equipment as necessary
- Greening improvements may include playfields with new irrigation, outdoor learning and activity stations, landscaping, and planting areas to meet the District's goal for schoolyards to be 30% green/natural* (currently the schoolyard is approximately 1.7% green)
- Installation of privacy fencing as required
- Upgrades to existing trash enclosure
- Infrastructure upgrades including sanitary sewer and storm drainage utilities as necessary
- Includes correction, replacement, or installation of 11 paths of travel, 10 restrooms, 6 drinking fountains, 1 concrete ramp, 3 metal ramps, 1 assembly seating area, 1 stage lift with stage adapt, 1 parking area, and other miscellaneous upgrades in order to provide programmatic access
- Requirements from the ADA, DSA, CEQA, DTSC, or other improvements to ensure compliance with local, state, and federal requirements

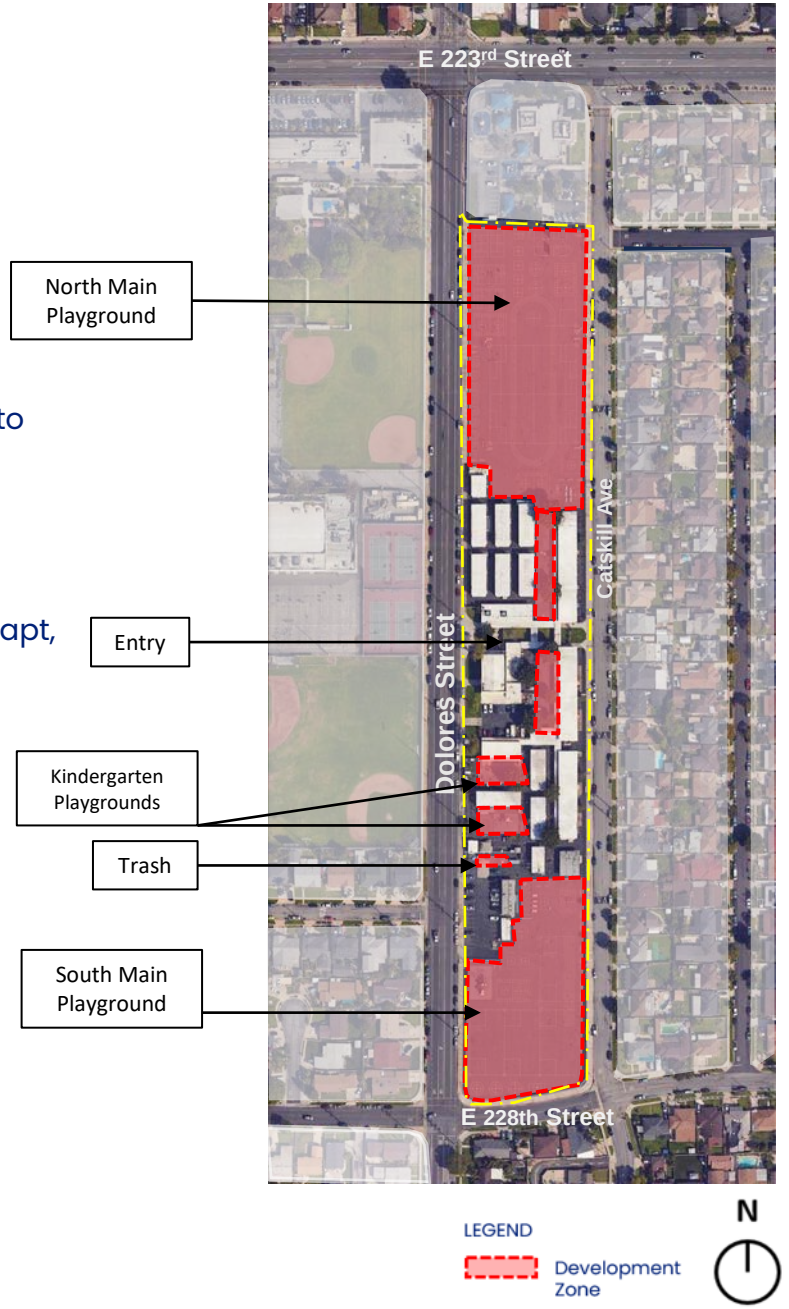
Project Budget

$27,861,742**

Site & Environmental	1.5%
Plans	11%
Construction	72.9%
Management	8%
Other/Reserve	6.6%

Anticipated Construction Schedule

Construction Start	Q2-2027
Construction Complete	Q4-2029



** Board adopted Green School for All Resolution, September 2022*
*** $8,215,000 is being transferred to this project from the ADA Transition Plan Implementation Plan Program*

Dolores Street ES – Playground and Campus Exterior Upgrade with ADA Improvements Project (Continued)

Board District 7
Region South



Playground looking south



Playground looking north

MacArthur Park ES for the Visual and Performing Arts – Playground & Campus Exterior Upgrade Project

Board District 2
Region East

Project Scope

Buildings/Structures

- Painting the exterior of existing buildings and structures

Site Improvements

- Replace approximately 18,000 square feet of paving in the main and kindergarten playgrounds
- Hardscape upgrades inclusive of solar reflective coating at playgrounds
- Replacement of playground equipment as necessary
- Greening improvements may include playfields with new irrigation, outdoor learning and activity stations, landscaping, and planting areas to meet the District's goal for schoolyards to be 30% green/natural* (currently the schoolyard is approximately 26% green)
- Installation of privacy fencing as required
- Infrastructure upgrades including storm drainage and utilities as necessary
- Requirements from the Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), or other improvements to ensure compliance with local, state, and federal requirements

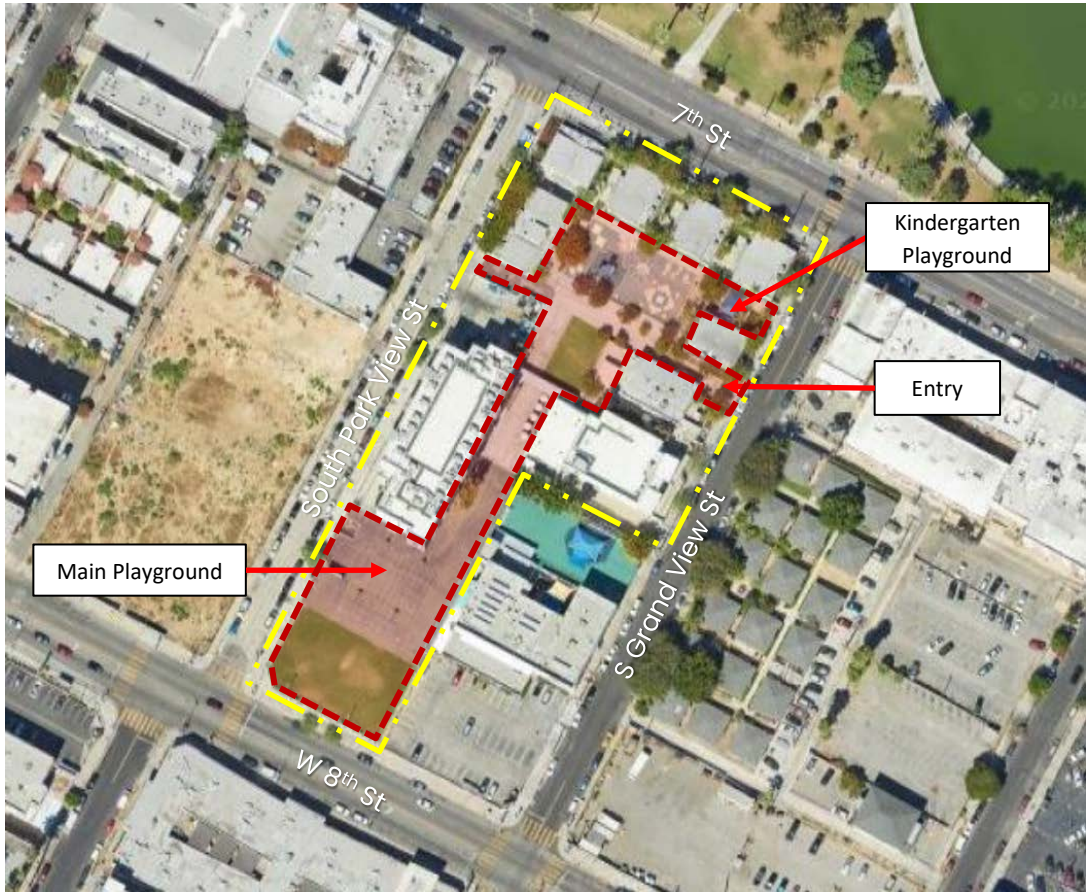
Project Budget

	$5,444,141
• Site & Environmental	3.9%
• Plans	10.2%
• Construction	67.8%
• Management	12.1%
• Other/Reserve	6%

Anticipated Construction Schedule

• Construction Start	Q2-2027
• Construction Complete	Q4-2028

** Board adopted Green School for All Resolution, September 2022*



MacArthur Park ES for the Visual and Performing Arts – Playground & Campus Exterior Upgrade Project (Continued)

Board District 2
Region East



Playground looking south



Playground looking west

Monlux ES – Playground and Campus Exterior Upgrade Project

Board District 6
Region North

Project Scope

Buildings/Structures

- Painting the exterior of existing buildings and structures

Site Improvements

- Replace approximately 87,000 square feet of paving in the main and kindergarten playgrounds and lunch shelter area
- Hardscape upgrades inclusive of solar reflective coating at playgrounds.
- Replacement of playground equipment, as necessary
- Greening improvements may include playfields with new irrigation, outdoor learning and activity stations, landscaping, and planting areas to meet the District's goal for schoolyards to be 30% green/natural* (currently the schoolyard is approximately 19% green)
- Installation of privacy fencing as required
- Provide new trash enclosure
- Infrastructure upgrades including sanitary sewer and storm drainage utilities, as necessary
- Requirements from the Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), or other improvements to ensure compliance with local, state, and federal requirements

Project Budget

$14,134,315	
• Site & Environmental	2.2%
• Plans	10.8%
• Construction	71.9%
• Management	8.7%
• Other/Reserve	6.4%

Anticipated Construction Schedule

• Construction Start	Q2-2027
• Construction Complete	Q2-2029

** Board adopted Green School for All Resolution, September 2022*



Monlux ES – Playground and Campus Exterior Upgrade Project (Continued)

Board District 6
Region North



Playground looking north



Main school entry

Palms ES – Playground and Campus Exterior Upgrade Project

Board District 1
Region West

Project Scope

Buildings/Structures

- Painting the exterior of existing buildings and structures

Site Improvements

- Replace approximately 53,000 square feet of paving in the main and kindergarten playgrounds and lunch shelter area
- Hardscape upgrades inclusive of solar reflective coating at playgrounds
- Replacement of playground equipment as necessary
- Greening improvements may include playfields with new irrigation, outdoor learning and activity stations, landscaping, and planting areas to meet the District's goal for schoolyards to be 30% green/natural * (currently the schoolyard is approximately 6% green)
- Installation of privacy fencing as required
- Upgrades to existing trash enclosure
- Infrastructure upgrades including sanitary sewer and storm drainage utilities as necessary
- Requirements from the Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), or other improvements to ensure compliance with local, state, and federal requirements

Project Budget

$9,131,296	
• Site & Environmental	2.6%
• Plans	10.6%
• Construction	70.1%
• Management	10.5%
• Other/Reserve	6.2%

Anticipated Construction Schedule

• Construction Start	Q2-2027
• Construction Complete	Q2-2029

** Board adopted Green School for All Resolution, September 2022*



Palms ES – Playground and Campus Exterior Upgrade Project (Continued)

Board District 1
Region West



Playground looking north



Kindergarten Yard looking north

Roscomare ES – Playground and Campus Exterior Upgrade Project

Board District 4
Region West

Project Scope

Buildings/Structures

- Painting the exterior of existing buildings and structures

Site Improvements

- Replace approximately 80,000 square feet of paving in the main and kindergarten playgrounds
- Hardscape upgrades inclusive of solar reflective coating at playgrounds
- Replacement of playground equipment as necessary
- Greening improvements may include playfields with new irrigation, outdoor learning and activity stations, landscaping, and planting areas to meet the District's goal for schoolyards to be 30% green/natural* (currently the schoolyard is approximately 25% green)
- Installation of privacy fencing as required
- Upgrades to existing trash enclosure
- Infrastructure upgrades including storm drainage and utilities as necessary
- Requirements from the Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), or other improvements to ensure compliance with local, state, and federal requirements

Project Budget

$12,201,794	
Site & Environmental	2%
Plans	10.7%
Construction	71.6%
Management	9.3%
Other/Reserve	6.4%

Anticipated Construction Schedule

Construction Start	Q2-2027
Construction Complete	Q2-2029



** Board adopted Green School for All Resolution, September 2022*

Roscomare ES – Playground and Campus Exterior Upgrade Project (Continued)

Board District 4
Region West



Playground looking south



Playground looking north

Woodland Hills EC for Enriched Studies - Playground and Campus Exterior Upgrade Project

Board District 4
Region North

Project Scope

Buildings/Structures

- Painting the exterior of existing buildings, structures, and retaining/planter walls

Site Improvements

- Replace approximately 62,000 square feet of paving in the two main playgrounds (upper and lower), kindergarten playground, and the North Campus schoolyard.
- Hardscape upgrades inclusive of solar reflective coating at playgrounds
- Replacement of playground equipment, as necessary
- Greening improvements may include playfields with new irrigation, outdoor learning and activity stations, landscaping, and planting areas to meet the District's goal for schoolyards to be 30% green/natural* (currently the schoolyard is approximately 8% green)
- Installation of privacy fencing and replacement of retaining walls at fence posts, as required
- Provide new trash enclosure
- Infrastructure upgrades including sanitary sewer and storm drainage utilities, as necessary
- Requirements from the Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), or other improvements to ensure compliance with local, state, and federal requirements

Project Budget

Project Budget	$15,648,075
• Site & Environmental	1.9%
• Plans	11%
• Construction	72.1%
• Management	8.5%
• Other/Reserve	6.5%

Anticipated Construction Schedule

• Construction Start	Q2-2027
• Construction Complete	Q2-2029

** Board adopted Green School for All Resolution, September 2022*



Woodland Hills EC for Enriched Studies - Playground and Campus Exterior Upgrade Project (Continued)

Board District 4
Region North



Upper playground looking north



Lower playground looking east

Questions?

Return to Order of Business

TAB 6

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-149-24/25, **Version:** 1

Define and Approve Two Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
January 14, 2025
Facilities Services Division

Action Proposed:
Define and approve two projects to provide critical replacements and upgrades of school building/site systems and components, as listed on Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for these proposed projects is $6,366,108.

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

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

The project proposals contained in this Board Report align with these priorities. Exhibit A includes a project to provide roofing replacement at Thomas A. Edison Middle School and a project to provide stormwater system replacement at Verdugo Hills High School.

Bond Oversight Committee Recommendations:
This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on December 12, 2024, as referenced in Exhibit B. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

Expected Outcomes:
Staff anticipates that the Board of Education will adopt the proposed amendment to the Facilities SEP to define and approve two projects that address critical replacement and upgrade needs. Approval will authorize staff to

proceed with the implementation of the proposed projects to improve student health, safety, and educational quality.

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

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

Budget Impact:
The total combined budget for the two proposed projects is $6,366,108 and will be funded with Bond Program funds earmarked specifically for critical replacements and upgrades of school building/site systems and components.

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

Student Impact:
Approval of the proposed projects enables the District to continue ongoing efforts to undertake facilities improvements that help ensure the approximately 2,000 current and future students attending these two schools are provided with a safe school environment that promotes teaching and learning.

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

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

Attachments:
Exhibit A - Projects to Replace Failing Building/Site Systems and Components
Exhibit B - BOC Resolution
Exhibit C - BOC Presentation

Informatives:
None

Submitted:
11/26/24

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RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

PRESENTED BY:

MARK K. CHO
Deputy Director of Facilities
Maintenance and Operations
Facilities Services Division

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit A
Projects to Replace Failing Building/Site Systems and Components

1. Thomas A. Edison Middle School Roofing Replacement Project
- *Region South, Board District 7*
- *Project Scope*: This project replaces approximately 140,000 square feet of deteriorated roofing on 22 buildings, arcades, and the lunch pavilion. The project includes installation of new gutters and downspouts, roof vents, and paint to match the affected areas.
- *Project Budget*: $5,802,037
- *Construction Schedule*: Construction is anticipated to begin in Q4-2025 and be completed by Q3-2026.

2. Verdugo Hills High School Stormwater System Replacement Project
- *Region North, Board District 6*
- *Project Scope*: This project reconfigures the stormwater system including replacing two catch basins and piping as well as installing approximately 432 cubic feet of slope remediation via concrete slurring under the shotcrete shell.
- *Project Budget*: $564,071
- *Construction Schedule*: Construction is anticipated to begin in Q1-2026 and be completed by Q3-2026.

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

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

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

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

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

Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2024-40

BOARD REPORT NO. 149-24/25

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

WHEREAS, District Staff proposes that the Board of Education (Board) define and approve two projects that provide critical replacements and upgrades (Projects) with a combined budget of $6,366,108 as described in Board Report 149-24/25 attached hereto, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, and

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

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

WHEREAS, The proposed Projects include providing roofing replacement at Thomas A. Edison Middle School and stormwater system replacement at Verdugo Hills High School; and

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

RESOLUTION 2024-40

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends that the Board of Education define and approve two projects that provide critical replacements and upgrades with a combined budget of $6,366,108 and amend the Facilities SEP to incorporate therein, as described in Board Report 149-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.

3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on December 12, 2024, by the following vote:

AYES: 10	ABSTENTIONS: 0
NAYS: 0	ABSENCES: 3

/Michael Hamner/
D. Michael Hamner
Chair

/Robert Campbell/
Robert Campbell
Vice-Chair

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

Bond Oversight Committee Meeting
December 12, 2024

Critical Replacements and Upgrades

Item	Board District	Region	School	Description	Anticipated Construction Start	Anticipated Construction Completion	Project Budget
1	7	South	Edison Middle School	Roofing Replacement	Q4-2025	Q3-2026	$5,802,037
2	6	North	Verdugo Hills High School	Stormwater System Replacement	Q1-2026	Q3-2026	$564,071
						Total:	$6,366,108

LAUSD UNIFIED

Edison Middle School

Roofing Replacement

Project Scope:

- Replace approximately 140,000 square feet of deteriorated roofing on 22 buildings, arcades, and the lunch pavilion
- Install new gutters and downspouts and roof vents

Construction Schedule: Q4-2025 to Q3-2026

Project Budget: $5,802,037



Plans	0.4%
Construction	89%
Management	2.6%
Reserve	8%





LAUSD UNIFIED

Verdugo Hills High School

Stormwater System Replacement

Project Scope:

- Replace two catch basins and piping
- Install approximately 432 cubic feet of slope remediation

Construction Schedule: Q1-2026 to Q3-2026

Project Budget: $564,071

Site & Environmental	10%
Plans	9%
Construction	71%
Management	5%
Reserve	5%







LAUSD UNIFIED

Questions?

Return to Order of Business

TAB 7

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-150-24/25, **Version:** 1

Authorization to Finalize Negotiations and Execute a Renewal License Agreement for Use of Radio Tower Space at Palos Verdes 1, Rancho Palos Verdes CA
January 14, 2025
Facilities Services Division

Action Proposed:
Authorize the Chief Facilities Executive and/or her designee(s), to execute a renewal license agreement (Agreement), and/or any other reasonable instruments, with American Tower Asset Sub, LLC, for an existing remote tower space located at 3690 East Crest Road in Rancho Palos Verdes. The tower provides radiofrequency transmission used for the radio communication system which is accessed by Los Angeles Unified School District (District) staff and operations in the southern portion of the District. The Agreement provides for a five-year term with three options to renew the term for a period of five years each. The total base rent of this Agreement over the total five-year term is $1,027,743.97.

Background:
The District's radio communications are dependent upon antennas and microwave dishes attached to fixed radio towers located on multiple sites in and around Los Angeles County. Information Technology Services (ITS) and Los Angeles School Police Department (LASPD) have licensed a portion of the radio tower at 3690 East Crest Road since 1997, which was selected for its location and elevation to provide radio coverage to LASPD, Transportation Services Branch school bus operations, Facilities Services Division Maintenance and Operations, KLCS Public Media, the Gardena Bus Garage, several secondary schools, and a nutrition center in the South Bay area. Since the existing license agreement expired on August 1, 2024, the agreement has been operating and will operate on a month-to-month basis until a renewal agreement is executed.

The proposed Agreement has a five-year term with three (3) options to renew the term, each renewal term is for a period of five (5) years. The monthly base rent in the first year of the term will be $15,785.68 and will be subject to an annual fixed increase of 4%. All other terms from the existing license agreement will apply to the renewal agreement.

The District is licensed by the Federal Communications Commission (FCC) to provide coverage using this site.

Expected Outcomes:
Approve and authorize the Chief Facilities Executive and/or her designee(s) to execute the Agreement and/or other reasonable instruments for tower space at Palos Verdes 1. The proposed Agreement will allow continued, safe, effective, reliable radio communication, which benefits all students and offices.

Board Options and Consequences:
If approved, the Chief Facilities Executive and/or her designee(s) will execute agreements necessary to keep radiofrequency transmission open for District communications.

If the Board does not approve and authorize the proposed action, radio communication transmission from Palos Verdes 1 will no longer be made available and an alternative site will have to be identified to ensure that radio communication lines remain open. Any new site selected must be able to provide the same or better quality of radio coverage consistent with the current location and will require all radio tower equipment to be realigned and cleared for operation by both the Federal Communications Commission and Federal Aviation Administration prior to use.

Policy Implications:
The requested action is consistent with current District policy and advances the District 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness Modernizing Infrastructure by continuing to provide use of radio tower space to support the District's radio communication infrastructure.

Budget Impact:
The first year of the Agreement will be for a monthly base rent payment of $15,785.68. For each subsequent year, the base rent will increase by 4%. The proposed monthly rent is comprised of direct costs and market-based rent inclusive of, but not limited to, utilities, taxes, tower height, capacity, and administration of the Agreement. In the first year of the Agreement, the annual rent for the proposed use is anticipated to be approximately $189,428.20. The following chart shows the anticipated annual rent for each year of the term:

Base Rent	Year 1	Year 2	Year 3	Year 4	Year 5
	$189,428.20	$197,415.02	$205,311.62	$213,524.08	$222,065.05

Location: Palos Verdes Tower 1, 3690 East Crest Road, Rancho Palos Verdes, CA 90275

Landlord: American Tower Asset Sub, LLC, a Delaware Limited Liability Company

Rentable Area: Remote Tower Space and Radio Shelter

Term: Five years and three options to extend the term for a period of five years each term

Previous Base Rent: $151,617.03 annually

Proposed Base Rent: Monthly base rent for one year is $15,785.68 and is subject to the annual adjustment of 4%

The total base rent of this Agreement over the five-year term is $1,027,743.97. Funding will be provided by the General Fund, Program Code 15125.

Student Impact:
The continued Agreement for the remote tower space will provide reliable radio-frequency bands for daily operations and provide information to help create safe secure environments for students across the District.

Equity Impact:
The existing radio tower space will be able to provide coverage to support District school police vehicles, school buses, truck operations, schools, and offices.

Issues and Analysis:
The tower at Palos Verdes #1 has served the daily radio operations of the District since 1997. Given the ground terrain, elevation, slope, and tower infrastructure, staff finds the present site to be optimal to support current radio transmission needs.

Attachments:
Exhibit A - Fifth Amendment to License Agreement

Informatives:
None.

Submitted:
11/27/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

PEDRO SALCIDO
Deputy Superintendent
Business Services and Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

KRIZTINA TOKES
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

NOLBERTO DEGADILLO
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

PRESENTED BY:

ISSAM DAHDUL
Director of Facilities Planning & Development
Facilities Services Division

powered by Legistar™

Licensor Site Name/Number: Palos Verdes CA 1 / 301155
Licensor Contract Number: 216841
Licensee Site Name/Number: N/A / N/A

FIFTH AMENDMENT TO LICENSE AGREEMENT

This Fifth Amendment (the "Fifth Amendment") to that certain License Agreement dated December 27, 2006 by and between American Tower Asset Sub, LLC, and Los Angeles Unified School District (the "License"), as amended by that certain First Amendment to License Agreement dated November 26, 2007, as amended by that certain Second Amendment to License Agreement dated June 29, 2010, as amended by that certain Third Amendment to License Agreement dated June 26, 2015, and as amended by that certain Fourth License Agreement dated February 20, 2020, (collectively, the "Agreement") is made and entered into as of the latter signature date hereof, by and between American Tower Asset Sub, LLC, a Delaware limited liability company (the "Licensor") and Los Angeles Unified School District, a school district duly organized and existing under the laws of the State of California (the "Licensee") (collectively, the "Parties").

RECITALS

WHEREAS, Licensor owns a certain communications tower on a certain parcel of land located at 3690 East Crest Road, Rancho Palos Verdes, CA 90275 more commonly known to Licensor as the Palos Verdes CA 1, CA tower site (the "Tower Facility"); and

WHEREAS, Licensor and Licensee entered into the Agreement for the use of a certain portion of the Tower Facility; and

WHEREAS, Licensee desires to modify its equipment at the Tower Facility ("Modified Equipment"); and

WHEREAS, the Parties agree that as consideration for Licensee's Modified Equipment, the current Monthly License Fee payable under the Agreement shall be increased as set forth herein.

NOW THEREFORE**,** in consideration of the foregoing promises and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereto agree as follows:

1) Licensor and Licensee agree to extend the term of the Agreement commencing on August 1, 2024, (the "Extension Term Commencement Date") for a period of five (5) years (the "Extension Term").

2) Immediately following the expiration of the Extension Term, there shall be three (3) additional renewal periods of five (5) years each (each a "Renewal Term"). The Agreement shall automatically renew for each successive Renewal Term unless

either Party notifies the other in writing of its intention not to renew this Agreement at least one hundred eighty (180) days prior to the end of the then existing term.

3) Effective as of full execution of this Fifth Amendment, the language set forth below in italics shall be added to the License as Other Provision (c) on page 1 of the License:

"In the event that no funds or insufficient funds are appropriated to Licensee or sufficient funds are otherwise unavailable to Licensee by any means whatsoever for payments pursuant to this Agreement in any fiscal period, Licensee shall immediately notify Licensor in writing of such occurrence and the Agreement shall terminate on the last day of the fiscal period for which sufficient appropriations have been received and made without penalty or expense to Licensee. Notwithstanding the foregoing, the effective date of any such termination shall not pre-date receipt of the notice of such termination by Licensor from Licensee."

4) Licensor and Licensee agree and acknowledge that Licensee shall modify its equipment for a final installed configuration pursuant to Exhibit A-2.

5) Licensor and Licensee agree and acknowledge that Exhbit A-1 to the Agreement is hereby deleted in its entirety as of the date this Fifth Amendment is fully executed and shall be replaced with Exhibit A-2 attached hereto and incorporated by this reference. In the event of inconsistency or discrepancy between the Exhibit A-2 and Licensee's equipment information set forth in the Agreement, the Exhibit A-2 shall control.

6) Licensor and Licensee agree and acknowledge that as of the date this Fifth Amendment is fully executed, Licensee's site sketch set forth in the Agreement shall hereby be deleted in its entirety and shall be replaced with Exhibit B-1 attached hereto and incorporated by reference. In the event of inconsistency or discrepancy between the Exhibit B-1 and Licensee's site sketch set forth in the Agreement, the Exhibit B-1 shall control.

7) Effective upon the earlier to occur of: i) the issue date of the NTP by Licensor; or ii) April 1, 2024 ("Commencement Date"), the Monthly License Fee shall be increased by Three Thousand Three Hundred Ninety-One and 72/100 Dollars ($3,391.72) per month ("Increased Fee"). The Increased Fee for any fractional month at the beginning or end of the period shall be appropriately prorated.

8) Effective upon August 1, 2024, and each anniversary thereafter during the term, the Monthly License Fee shall be increased by four percent (4%) ("Annual Escalator").

9) Notwithstanding anything to the contrary in the Agreement, the offer to Licensee expressed in this Fifth Amendment shall automatically become null and void with no further obligation by either party hereto if a structural analysis of the Tower Facility completed after the execution of this Fifth Amendment by Licensor but

before the Commencement Date of the installation of Licensee's Modified Equipment indicates that the Tower Facility is not suitable for Licensee's Modified Equipment unless Licensor and Licensee mutually agree that structural modifications or repairs shall be made to the Tower Facility on mutually agreeable terms.

10) Licensor and Licensee agree and acknowledge that all future payments of the Monthly License Fee shall be made to the Licensor at the following remittance address:

American Tower Corporation
29637 Network Place
Chicago IL 60673-1296

11) The Parties agree that (i) a digital or electronic signature on this Fifth Amendment and/or (ii) a fully executed scanned or electronically reproduced copy or image of this Fifth Amendment shall be deemed an original and may be introduced or submitted in any action or proceeding as competent evidence of the execution, terms and existence hereof notwithstanding the failure or inability to produce or tender an original, manually executed counterpart of this Fifth Amendment and without the requirement that the unavailability of such original, manually executed counterpart of this Fifth Amendment first be proven.

12) Capitalized terms contained herein, unless otherwise defined, are intended to have the same meaning and effect as that set forth in the Agreement.

13) All other terms and provisions of the Agreement remain in full force and effect.

[SIGNATURES APPEAR ON THE NEXT PAGE]

[REMAINDER OF PAGE LEFT BLANK INTENTIONALLY]

Licensor Site Name/Number: Palos Verdes CA 1 / 301155
Licensor Contract Number: 216841
Licensee Site Name/Number: N/A / N/A

IN WITNESS WHEREOF, the Parties hereto have set their hands to this Fifth Amendment to that certain License Agreement as of the day and year written below:

LICENSOR: American Tower Asset Sub, LLC, a Delaware limited liability company,	**LICENSEE:** Los Angeles Unified School District, a school district duly organized and existing under the laws of the State of California
By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

Exhibit A-2

Customer Name:	ATC Asset Name:	ATC Asset #:
LA UNIFIED SCHOOL DISTRICT	Palos Verdes CA 1	301155
	Customer Site Name: N/A	**Customer Site #:** N/A

GROUND SPACE REQUIREMENTS

Total Lease Area **Sq. Ft:** 44.00'	Primary Contiguous Lease Area	L:	W:	H:	Sq. Ft: 44.00
	ATC Building	2.00'	22.00'	N/A	44.00
	Outside Primary Lease Area	N/A	N/A	N/A	Sq. Ft: N/A

BACKUP POWER REQUIREMENTS

Generator: N/A **Capacity(KW):** N/A **Fuel Tank Size(gal):** N/A **Fuel Type:** N/A **Fuel Tank Setback(radius):** N/A

UTILITY REQUIREMENTS

Power Provided By: American Tower Provided (Carrier to reimburse ATC) **Avg. Monthly Power Consumption:** 30.0 KwH

Telco/Interconnect: Copper

Telco/Interconnect: Fiber Optics

TRANSMITTER & RECEIVER SPECIFICATIONS

Type: N/A **Quantity:** N/A **TX Power(watts):** N/A **ERP(watts):** N/A

EQUIPMENT SPECIFICATIONS

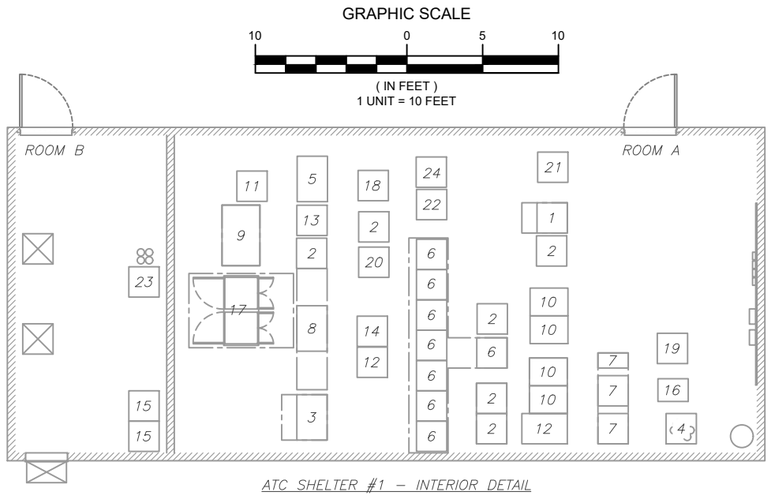
Type	PANEL	DISH-STANDARD	DISH-HP	OMNI	OMNI	YAGI
Manufacturer	RFI Antennas	RFS	Commscope	Alive	Generic	Kathrein Scala
Model #	BPA7496-60-13	PAD8-65AC	VHLP6-6W-6WH/B	ATC-GC7V12O-D4-NF	10' Omni	CL6-450B
Dimensions HxWxD	35.4" x 10.4" x 6"	8.00' x 8.00' x 1.60'	6.23' x 6.23' x 3.28'	204" x 4" x 4"	120" x 3" x 3"	17" x 29" x 12"
Weight(lbs.)	29.0	285.0	190.0	48.0	25.0	22.0
Location	Tower	Tower	Tower	Tower	Tower	Tower
RAD Center AGL	65.0'	65.0'	65.0'	65.0'	65.0'	65.0'
Equipment Tip Height	66.5'	69.0'	68.1'	73.5'	70.0'	65.7'
Equipment Base Height	63.5'	61.0'	61.9'	56.5'	60.0'	64.3'
Mount Type	Side Arm	Flush	Leg/Flush	Side Arm	Side Arm	Flush
Quantity	1	2	2	1	2	2
Azimuths/Dir. of Radiation	145	21.38/2.02	123/223	0	003	N/A
Quant. Per Azimuth/Sector	1	N/A	1/1	1	N/A	N/A
TX/RX Frequency Units	MHz	MHz	GHz	MHz	MHz	MHz
TX Frequency	747	6725	69999	747	853.3125,3375,3625,3875,4125	453.800,453.400
RX Frequency	747	N/A	69999	747	808.3125,3375,3625,3875,4125	458.800,458.300
Using Unlicensed Frequencies?	No	No	No	No	No	No
Equipment Gain	11	39.5/ 40/ 40.4	N/A	11.5 dBd	5	6.4
Total # of Lines	1	1	0	1	2	2
Line Quant. Per Azimuth/Sector	1	N/A	N/A	1	N/A	N/A
Line Type	Coax	Coax	N/A	Coax	Coax	Coax
Line Diameter Size	7/8" Coax	1/2" Coax	N/A	7/8" Coax	7/8" Coax	7/8" Coax
Line Configuration	N/A	N/A	N/A	N/A	N/A	N/A

Exhibit A-2

EQUIPMENT SPECIFICATIONS						
Type	N/A	N/A	N/A	N/A	N/A	N/A
Manufacturer	N/A	N/A	N/A	N/A	N/A	N/A
Model #	N/A	N/A	N/A	N/A	N/A	N/A
Dimensions HxWxD	N/A	N/A	N/A	N/A	N/A	N/A
Weight(lbs.)	N/A	N/A	N/A	N/A	N/A	N/A
Location	Tower	N/A	N/A	N/A	N/A	N/A
RAD Center AGL	65.0'	N/A	N/A	N/A	N/A	N/A
Equipment Tip Height	N/A	N/A	N/A	N/A	N/A	N/A
Equipment Base Height	N/A	N/A	N/A	N/A	N/A	N/A
Mount Type	N/A	N/A	N/A	N/A	N/A	N/A
Quantity	N/A	N/A	N/A	N/A	N/A	N/A
Azimuths/Dir. of Radiation	N/A	N/A	N/A	N/A	N/A	N/A
Quant. Per Azimuth/Sector	N/A	N/A	N/A	N/A	N/A	N/A
TX/RX Frequency Units	N/A	N/A	N/A	N/A	N/A	N/A
TX Frequency	N/A	N/A	N/A	N/A	N/A	N/A
RX Frequency	N/A	N/A	N/A	N/A	N/A	N/A
Using Unlicensed Frequencies?	No	N/A	N/A	N/A	N/A	N/A
Equipment Gain	N/A	N/A	N/A	N/A	N/A	N/A
Total # of Lines	1	N/A	N/A	N/A	N/A	N/A
Line Quant. Per Azimuth/Sector	N/A	N/A	N/A	N/A	N/A	N/A
Line Type	Elliptical	N/A	N/A	N/A	N/A	N/A
Line Diameter Size	EW52	N/A	N/A	N/A	N/A	N/A
Line Configuration	N/A	N/A	N/A	N/A	N/A	N/A

OAA782740

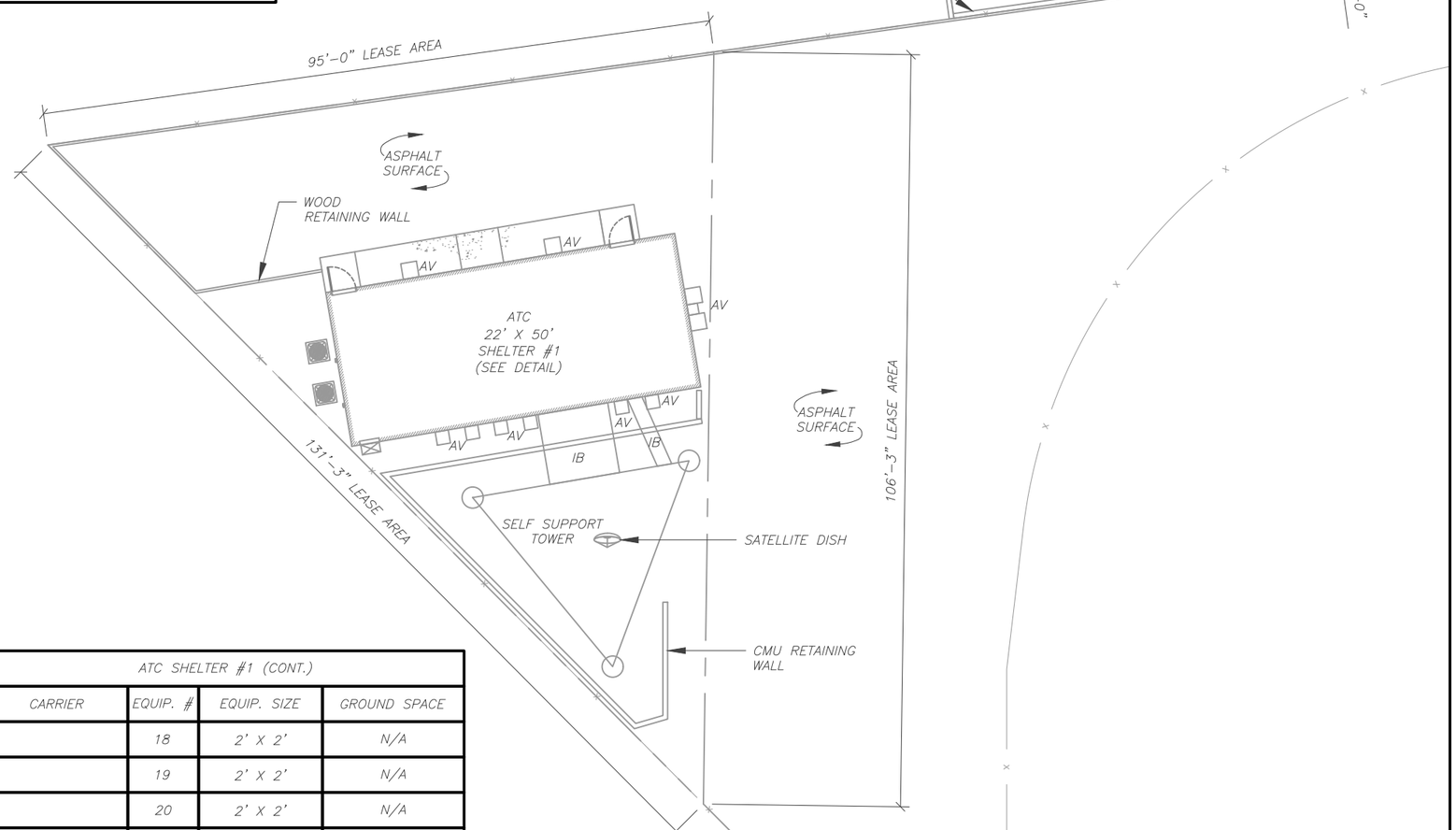
Exhibit B-1



ATC SHELTER #1 – INTERIOR DETAIL

ATC SHELTER #1			
CARRIER	EQUIP. #	EQUIP. SIZE	GROUND SPACE
	1	N/A	2' X 3'
	N/A	N/A	2' X 2'
	2	(5) 2' X 2'	2' X 4'
	N/A	N/A	2' X 2'
	N/A	N/A	2' X 2'
	N/A	N/A	4' X 4'
	N/A	N/A	2' X 4'
	3	2' X 3'	3' X 3'
	4	N/A	2' X 2'
	N/A	N/A	(ABANDONED)
	N/A	N/A	2' X 2'
	5	2' X 3'	2' X 3'
LA UNIFIED SD	6	(8) 2' X 2	44 SQ. FT.
	N/A	N/A	2' X 2'
	7	N/A	2' X 6'
	8	2' X 3'	2' X 8'
	9	2–6" X 4'–0"	2–6" X 4'–0"
	10	(4) 1–10" X 2'–6"	2'–6" X 3'–8"
	11	2' X 2'	(ABANDONED)
	12	2' X 2' & 2' X 3'	(ABANDONED)
	14	2' X 2'	(ABANDONED)
ATC – COMBINER	13	2' X 2'	N/A
	15	(2) 2' X 2'	N/A
	16	1'–6" X 2'–0"	N/A
HARRIS CORP.	17	N/A	4'–11" X 6'–11"

ATC SHELTER #1 (CONT.)			
CARRIER	EQUIP. #	EQUIP. SIZE	GROUND SPACE
	18	2' X 2'	N/A
	19	2' X 2'	N/A
	20	2' X 2'	N/A
	21	2' X 2'	N/A
	22	2' X 2'	N/A
	23	2' X 2'	N/A
	24	2' X 2'	N/A



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AMERICAN TOWER®

A.T. ENGINEERING SERVICE, PLLC
3500 REGENCY PARKWAY
SUITE 100
CARY, NC 27518
PHONE: (919) 466-0112

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ATC SITE NUMBER:

301155

ATC SITE NAME:

PALOS VERDES CA 1
CALIFORNIA

LEGEND

⊗	GROUNDING TEST WELL
AV	AIR VENT
ATS	AUTOMATIC TRANSFER SWITCH
B	BOLLARD
C	CABINET
CS	COAX SHROUD
CSC	CELL SITE CABINET
D	DISCONNECT
E	ELECTRICAL
F	FIBER
GEN	GENERATOR
G	GENERATOR RECEPTACLE
HH, V	HAND HOLE, VAULT
HFC	HYDROGEN FUEL CELL
HSM	HYDROGEN STORAGE MATERIAL
IB	ICE BRIDGE
K	KENTROX BOX
LC	LIGHTING CONTROL
LPG	LIQUID PROPANE GAS
M	METER
MTS	MANUAL TRANSFER SWITCH
OHW	OVERHEAD WIRE
P	POWER
PP	POWER POLE
T	TELCO
TRN	TRANSFORMER
– – – –	BUFFER (PROPERTY LINE)
–·–·–	GROUND SPACE (LEASE AREA)
– – – –	EASEMENT

DRAWN BY:	M. GOOCH
DATE DRAWN:	10/19/2022
CUSTOMER:	LA UNIFIED SD
ATC PROJECT NO.:	OAA782740
ATC ASSET NO.:	301155

SITE PLAN LAYOUT

SHEET NUMBER:	AUDITED BY
SITE-1	VK ON 03/21/16

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Return to Order of Business

TAB 8

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-151-24/25, **Version:** 1

Define and Approve 16 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
January 14, 2025
Facilities Services Division

Action Proposed:
Define and approve 16 Board District Priority (BDP) and Region Priority (RP) projects, as listed on Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total budget for these proposed projects is $795,482.

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

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

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

Bond Oversight Committee Recommendations:
This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on December 12, 2024, as reference in Exhibit B. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

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

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

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

Budget Impact:
The total combined budget for the 16 proposed projects is $795,482. Eight projects are funded by Bond Program funds earmarked specifically for RP projects. Eight projects are funded by Bond Program funds earmarked specifically for BDP projects.

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

Student Impact:
The proposed projects will upgrade, modernize, and/or improve school facilities to enhance the safety and educational quality of the learning environment to benefit approximately 8,800 current and future students.

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

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

Attachments:
Exhibit A - Board District Priority and Region Priority Projects
Exhibit B - BOC Resolution
Exhibit C - BOC Presentation

Informatives:
Not Applicable

Submitted:
11/27/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

PRESENTED BY:

MARK K. CHO
Deputy Director of Facilities
Maintenance and Operations
Facilities Services Division

EXHIBIT A
BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS

Item	Board District	Region	School	Project	Managed Program	Project Budget	Anticipated Construction Start	Anticipated Construction Completion
1	1	S	Cimarron ES	Install new chain link privacy fence	RP	$ 27,290	Q3-2025	Q4-2025
2	1	S	Mann UCLA Community School	Install new electronic free-standing marquee	RP	$ 48,136	Q2-2025	Q3-2025
3	1	W	Alta Loma ES	Install new chain link privacy fence	RP	$ 18,872	Q2-2025	Q3-2025
4	2	E	Castro MS	Install new chain link privacy fence	RP	$ 29,068	Q2-2025	Q2-2025
5	2	E	Lafayette Park PC	Provide exterior lunch tables	BDP[1]	$ 39,483	Q1-2025	Q3-2025
6	2	E	Roosevelt HS	Provide furniture for staff dining area	BDP[2]	$ 42,900	Q1-2025	Q3-2025
7	2	E	Utah Span School	Install new electronic free-standing marquee	BDP[3]	$ 69,886	Q2-2025	Q3-2025
8	4	W	Paul Revere Charter MS*	Install audio equipment and lighting in auditorium	BDP[4]	$ 150,000	Q2-2025	Q2-2025
9	4	W	Westchester Enriched Sciences Magnets**	Install new secure entry system	RP	$ 45,242	Q2-2025	Q3-2025
10	5	E	Carver MS	Provide interior lunch tables	RP	$ 80,685	Q1-2025	Q3-2025
11	5	E	Jones ES**	Install new wrought iron gate	RP	$ 21,717	Q3-2025	Q3-2025
12	6	N	Korenstein ES	Install new chain link privacy fence	BDP	$ 75,811	Q2-2025	Q3-2025
13	6	N	Osceola ES	Install new chain link fence	BDP	$ 16,355	Q2-2025	Q3-2025
14	6	N	Vinedale College Preparatory Academy	Upgrade staff dining area	BDP	$ 65,768	Q3-2025	Q3-2025
15	7	S	Dolores ES	Provide interactive displays	RP	$ 39,776	Q1-2025	Q2-2025
16	7	S	Miramonte ES	Provide parent center furniture	BDP	$ 24,493	Q1-2025	Q3-2025
					TOTAL	**$ 795,482**		

* LAUSD affiliated charter school

** LAUSD school with co-located charter(s)

[1] Lafayette Park PC - Although this is a Board District 2 (BD2) BDP project, Region East (RE) will contribute $19,750 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RE spending target to the BD2 spending target.

[2] Roosevelt HS - Although this is a Board District 2 (BD2) BDP project, Region East (RE) will contribute $21,450 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RE spending target to the BD2 spending target.

[3] Utah Span School - Although this is a Board District 2 (BD2) BDP project, Region South (RE) will contribute $34,950 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RE spending target to the BD2 spending target.

[4] Paul Revere Charter MS - Although this is a Board District 4 (BD4) BDP project, the school will contribute $61,350 towards this budget. The project budget shown here does not include this contribution. This approval is for the bond-funded portion only.

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

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

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

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

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

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

Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2024-41

BOARD REPORT NO. 151-24/25

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 16 BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, District Staff proposes the Board of Education define and approve 16 Board District Priority and Region Priority Projects (as listed on Exhibit A of Board Report No. 151-24/25) and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total budget for these proposed projects is $795,482; and

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

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

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

WHEREAS, Funding for the 16 proposed projects will come from Board District Priority Funds and Region Priority Funds; and

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

RESOLUTION 2024-41
RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 16 BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

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

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends the Board of Education define and approve 16 Board District Priority and Region Priority Projects with a combined budget of $795,482, and amend the Facilities SEP to incorporate therein, as described in Board Report No. 151-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.

3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on December 12, 2024, by the following vote:

AYES: 10	ABSTENTIONS: 0
NAYS: 0	ABSENCES: 3

/Michael Hamner/
D. Michael Hamner
Chair

/Robert Campbell/
Robert Campbell
Vice-Chair

Board District Priority and Region Priority Projects

Bond Oversight Committee Meeting
December 12, 2024

Board District Priority and Region Priority Projects

Item	Board District	Region	School	Project Description	Managed Program	Project Budget	Anticipated Construction Start	Anticipated Construction Completion
1	1	S	Cimarron ES	Install new chain link privacy fence	RP	$ 27,290	Q3-2025	Q4-2025
2	1	S	Mann UCLA Community School	Install new electronic free-standing marquee	RP	$ 48,136	Q2-2025	Q3-2025
3	1	W	Alta Loma ES	Install new chain link privacy fence	RP	$ 18,872	Q2-2025	Q3-2025
4	2	E	Castro MS	Install new chain link privacy fence	RP	$ 29,068	Q2-2025	Q2-2025
5	2	E	Lafayette Park PC	Provide exterior lunch tables	BDP[1]	$ 39,483	Q1-2025	Q3-2025
6	2	E	Roosevelt HS	Provide furniture for staff dining area	BDP[2]	$ 42,900	Q1-2025	Q3-2025
7	2	E	Utah Span School	Install new electronic free-standing marquee	BDP[3]	$ 69,886	Q2-2025	Q3-2025
8	4	W	Revere Charter MS*	Install audio equipment and lighting in auditorium	BDP[4]	$ 150,000	Q2-2025	Q2-2025
9	4	W	Westchester Enriched Sciences Magnets**	Install new secure entry system	RP	$ 45,242	Q2-2025	Q3-2025
10	5	E	Carver MS	Provide interior lunch tables	RP	$ 80,685	Q1-2025	Q3-2025
11	5	E	Jones ES**	Install new wrought iron gate	RP	$ 21,717	Q3-2025	Q3-2025
12	6	N	Korenstein ES	Install new chain link privacy fence	BDP	$ 75,811	Q2-2025	Q3-2025
13	6	N	Osceola ES	Install new chain link fence	BDP	$ 16,355	Q2-2025	Q3-2025
14	6	N	Vinedale College Preparatory Academy	Upgrade staff dining area	BDP	$ 65,768	Q3-2025	Q3-2025
15	7	S	Dolores ES	Provide interactive displays	RP	$ 39,776	Q1-2025	Q2-2025
16	7	S	Miramonte ES	Provide parent center furniture	BDP	$ 24,493	Q1-2025	Q3-2025
					TOTAL	**$ 795,482**		

* LAUSD affiliated charter school

** LAUSD school with co-located charter(s)

[1] Lafayette Park PC - Although this is a Board District 2 (BD2) BDP project, Region East (RE) will contribute $19,750 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RE spending target to the BD2 spending target.

[2] Roosevelt HS - Although this is a Board District 2 (BD2) BDP project, Region East (RE) will contribute $21,450 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RE spending target to the BD2 spending target.

[3] Utah Span School - Although this is a Board District 2 (BD2) BDP project, Region South (RE) will contribute $34,950 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RE spending target to the BD2 spending target.

[4] Revere Charter MS - Although this is a Board District 4 (BD4) BDP project, the school will contribute $61,350 towards this budget. The project budget shown here does not include this contribution. This approval is for the bond-funded portion only.

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

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Map of Board District Priority and Region Priority Projects

(Prepared by BOC Staff)

1. Cimarron Avenue Elementary (K- 5)
11559 CIMARRON AVE, HAWTHORNE, CA 90250; 323-757-1226; https://explore.lausd.org/school/1308201/Cimarron-Avenue-Elementary; Enrollment: 247 students (61 in Magnet); Board District 1; Region South; South Mid-City CoS

2. Horace Mann UCLA Community School (6-12)
7001 S ST ANDREWS PL, LOS ANGELES, CA 90047; 323-541-1900; https://explore.lausd.org/school/1757401/Horace-Mann-UCLA-Community-School; Enrollment: 505 students; Board District 1; Region South; South Mid-City CoS

3. Alta Loma Elementary (K- 5)
1745 VINEYARD AVE, LOS ANGELES, CA 90019; 323-939-2113; https://explore.lausd.org/school/1208201/Alta-Loma-Elementary; Enrollment: 378 students (138 in Dual Language); Board District 1; Region West; LA Mid-City CoS

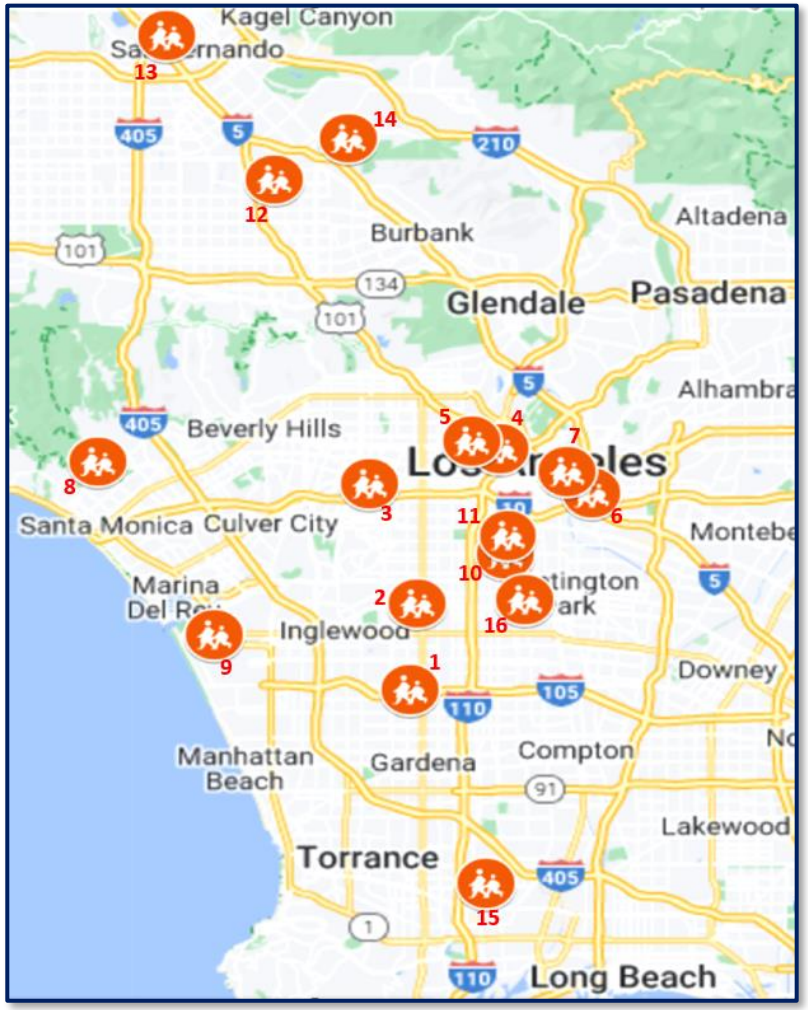
4. Sal Castro Middle School (6- 8)
1575 W 2ND ST, LOS ANGELES, CA 90026; 213-241-4416; https://explore.lausd.org/school/1804501/Sal-Castro-Middle-School; Enrollment: 315 students; Board District 2; Region East; Downtown CoS

5. Lafayette Park Primary Center (K- K)
310 S LA FAYETTE PARK PL, LOS ANGELES, CA 90057; 213-380-5039; https://explore.lausd.org/school/1254301/Lafayette-Park-Primary-Center; Enrollment: 101 students; Board District 2; Region East; MacArthur Park CoS

6. Theodore Roosevelt Senior High (9-12)
456 S MATHEWS ST, LOS ANGELES, CA 90033; 323-780-6500; https://explore.lausd.org/school/1774901/Theodore-Roosevelt-Senior-High; Enrollment: 1622 students (395 in Magnet); Board District 2; Region East; Boyle Heights CoS

7. Utah Street Elementary (K- 8)
255 GABRIEL GARCIA MARQUEZ ST, LOS ANGELES, CA 90033; 323-261-1171; https://explore.lausd.org/school/1737001/Utah-Street-Elementary; Enrollment: 378 students; Board District 2; Region East; Boyle Heights CoS

8. Paul Revere Charter Middle School (6- 8)*
1450 ALLENFORD AVE, LOS ANGELES, CA 90049; 310-917-4800; https://explore.lausd.org/school/1835601/Paul-Revere-Charter-Middle-School; Enrollment: 1755 students (357 in Magnet); Board District 4; Region West; West LA CoS



9. Westchester Enriched Sciences Magnets-Health/Sports Med Mag (9-12)**
7400 W MANCHESTER AVE, LOS ANGELES, CA 90045; 310-338-2400; https://explore.lausd.org/Westchester-Enriched-Sciences-Magnets-Health%2FSports-Med-Mag; Co-Located Charter: (1) WISH Academy High School AND (2) WISH Community School; Enrollment: 621 students in Magnet; Board District 4; Region West; Westchester CoS

10. George Washington Carver Middle School (6- 8)
4410 MC KINLEY AVE, LOS ANGELES, CA 90011; 323-846-2900; https://explore.lausd.org/school/1809401/George-Washington-Carver-Middle-School; Enrollment: 695 students; Board District 5; Region East; Hstrc Cntrl Ave CoS

11. Quincy Jones Elementary (K- 5) **
900 E 33RD ST, LOS ANGELES, CA 90011; 323-235-7940; https://explore.lausd.org/school/1294301/Quincy-Jones-Elementary; Co-Located Charter: Synergy Charter Academy; Enrollment: 242 students; Board District 5; Region East; So Los Angeles CoS

12. Julie Korenstein Elementary (K- 5)
7650 BEN AVE, NORTH HOLLYWOOD, CA 91605; 818-255-4140; https://explore.lausd.org/school/1739901/Julie-Korenstein-Elementary; Enrollment: 321 students; Board District 6; Region North; Sun Valley CoS

13. Osceola Street Elementary (K- 5)
14940 OSCEOLA ST, SYLMAR, CA 91342; 818-362-1556; https://explore.lausd.org/school/1589401/Osceola-Street-Elementary; Enrollment: 357 students; Board District 6; Region North; San Frnndo/Sylmr CoS

14. Vinedale College Preparatory Academy (K- 8)
10150 LA TUNA CANYON RD, SUN VALLEY, CA 91352; 818-767-0106; https://explore.lausd.org/school/1754801/Vinedale-College-Preparatory-Academy; Enrollment: 235 students; Board District 6; Region North; Sun Valley CoS

15. Dolores Street Elementary (K- 5)
22526 DOLORES ST, CARSON, CA 90745; 310-834-2565; https://explore.lausd.org/school/1345201/Dolores-Street-Elementary; Enrollment: 443 students; Board District 7; Region South; Carson CoS

16. Miramonte Elementary (K- 5)
1400 E 68TH ST, LOS ANGELES, CA 90001; 323-583-1257; https://explore.lausd.org/school/1532901/Miramonte-Elementary; Enrollment: 683 students (255 in Dual Language); Board District 7; Region South; Rivera CoS

LAUSD UNIFIED

* LAUSD affiliated charter school

Note: Data per LAUSD Open Data Portal with Student Enrollment as of 2023-2024. Enrollment: Number does not include Independent Charter Schools. This indicator represents the number of students enrolled in universal transitional kindergarten through twelfth grade on Norm Day. Norm Day is generally the fifth Friday of the school year and has been designated by the District as the official count day for the allocation of various school resources. These counts include pre-kindergarten special education students enrolled in LA Unified elementary schools. Data by Board Districts per LAUSD Open Data Portal and LAUSD School Explorer websites.

Questions?

Return to Order of Business

TAB 9

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-168-24/25, **Version:** 1

Donations of Money to the District
January 14, 2025
Business & Finance Division

Action Proposed:

1. Approve the donation of money (District): It is recommended that the donations be accepted; that appreciation is expressed to the donors for their contribution by way of this report; the funds totaling $660,862.00 be deposited; and the Controller be authorized to draw checks for the purposes indicated on the donation:

   Date: 11/06/2024
   Donor: Kenter Canyon Parent Support Group
   Donation: $88,104.00
   For use at: Kenter Canyon Elementary School
   Purpose: To provide funding for School Teacher

   Date: 11/06/2024
   Donor: Parents of Welby Way
   Donation: $25,000.00
   For use at: Welby Way Elementary School
   Purpose: To provide funding for School Psychologist

   Date: 11/06/2024
   Donor: Canyon School Booster Club
   Donation: $107,758.00
   For use at: Canyon Charter Elementary School
   Purpose: To provide funding for Instructional and School Supervision Aides

   Date: 11/14/2024
   Donor: Google
   Donation: $35,000.00
   For use at: Purche Elementary School
   Purpose: To provide funding for the Science, Technology, Engineering, Arts, Mathematics (STEAM) education program with various items but not limited to: General Supplies, Instructional Material Account, Contracts, student incentives, non-capital/capital equipment

Date: 11/20/2024
Donor: Entertainment Industry Foundation
Donation: $405,000.00
For use at: Roybal Film and Television Magnet
Purpose: To provide funding for continued support for administrative salaries

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

Expected Outcomes:
The Board shall be approving donations received.

Board Options and Consequences:
A "YES" vote approves the donations of money made to the District.
A "NO" vote would cause the non-acceptance of cash donations made to the District.

Policy Implications:
This Board report does not change any school policy.

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

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

Attachments:
The Board shall be approving routine District financial transactions.

Informatives:
Not applicable

Submitted:
12/10/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

PEDRO SALCIDO
Deputy Superintendent,
Business Services & Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

CHRIS MOUNT-BENITES
Chief Financial Officer
Office of the Chief Financial Officer

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

Return to Order of Business

TAB 10

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-169-24/25, **Version:** 1

Report of Cash Disbursements
January 14, 2025
Business & Finance Division

Action Proposed :

1. Ratify cash disbursements totaling $828,465,905.79 which were made against funds of the District from November 1, 2024 through November 30, 2024. These disbursements are within approved budgeted appropriations and were made in accordance with established Board policies.

   a. "A" Warrants (Payroll) total of $27,308,834.20.

      Warrant Numbers:
      3409411 - 3428127

   b. Direct deposit payroll (Automated Clearing House - ACH) total of $340,928,101.51.

   c. "B" Warrants (Accounts Payable) total of $67,182,466.13.

      Warrant Numbers:

21879111 - 21879184	21902175 - 21902312
21880914 - 21881071	21904809 - 21904960
21883045 - 21883175	21907430 - 21907572
21885577 - 21885774	21909830 - 21909976
21888042 - 21888185	21912957 - 21913115
21890811 - 21890882	21915830 - 21915977
21893072 - 21893364	21917943 - 21918149
21895466 - 21895628	21920647 - 21920797
21898338 - 21898494	

   d. Accounts Payable ACH payments total of $393,046,503.95.

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

Expected Outcomes :
The Board shall be approving routine District financial transactions.

Board Options and Consequences :
A "YES" vote ratifies the previously disbursed payments
A "NO" vote would cause the cancellation of previously issued payments.

Policy Implications :
This Board report does not change any school policy.

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

Issues and Analysis :
The Board shall be approving routine District financial transactions.

Attachments:
Not applicable

Informatives:
Not applicable

Submitted:
12/11/24

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RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

PEDRO SALCIDO
Deputy Superintendent,
Office of the Deputy Superintendent

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

CHRIS MOUNT-BENITES
Chief Financial Officer
Office of the Chief Financial Officer

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

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Return to Order of Business

TAB 11

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-147-24/25, **Version:** 1

Approval of Routine Personnel Actions
January 14, 2025
Human Resources Division

Action Proposed:
Approve 3,874 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and approval of senior management contracts) according to the following breakdown:

Classified:	2,136
Certificated:	1,269
Unclassified:	469

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

SAP transaction numbers: 3774047 to 3916583

ROUTINE PERSONNEL ACTIONS

	Total (this report) (11/04/2024 to 12/03/2024)	Total (Year-to-date)
1. Classified	2,136	90,957
2. Certificated	1,269	85,335
3. Unclassified	469	12,226
TOTAL	3,874	188,518

BREAKDOWN OF ACTIONS:

Actions	Classified	Certificated	Unclassified	Total
Hires	462	252	397	1,111
Leaves/Paid	197	106	0	303
Leaves/Unpaid	7	14	0	21
Reassignments/Demotions	3	1	0	4
Reassignments/Promotions	76	59	0	135
Reassignments/Transfers	122	159	2	283
Retirements	24	7	0	31

Actions	Classified	Certificated	Unclassified	Total
Separations/Non-Resignations	144	53	24	221
Separations/Resignations	77	34	1	112
Other Actions*	1,024	584	45	1,653

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

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

Expected Outcomes:
Not applicable

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

Policy Implications:
Not applicable

Budget Impact:
Cost Neutral

Student Impact:
Not applicable

Equity Impact:
Not applicable

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

Attachments:
Attachment A: Administrative Regulations 4214
Attachment B: Number of Routine Personnel Actions
Attachment C: Routine Personnel Actions
Attachment D: Senior Management Contracts

Informatives:
Not applicable

Submitted:
12/06/24

RESPECTFULLY SUBMITTED:

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

FRANCISCO J. SERRATO
Chief Human Resources Officer
Human Resources Division

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

KRISTEN K. MURPHY
Associate Superintendent
Talent & Labor Relations

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

APPROVED BY:

PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

CERTIFIED BY:

DAVID GRECO
Personnel Director
Personnel Commission

Los Angeles Unified School District
Human Resources Division

ATTACHMENT A

DATE: 12/4/2024
ADMINISTRATIVE REGULATION**:** 4214 SAP Transaction #3774047-3916583

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

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

NONE

Reasons For ESC Selection:

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

LOS ANGELES UNIFIED SCHOOL DISTRICT
Personnel Commission

ATTACHMENT B

NUMBER OF ROUTINE PERSONNEL ACTIONS

This attachment addresses the total number of classified personnel actions (1,476), which entails routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) and may be found on the Board of Education Routine Personnel Actions Report for the January 14, 2025 meeting.

The following table represents a breakdown of the new hire, reassignment, and rehire actions for the January 14, 2025 board report for the period of November 4, 2024 to December 3, 2024.

Hire Data:
As presented in the attached table, the total number of classified hire and reassignment actions for the period of November 4, 2024 to December 3, 2024, is 1,246 of which 882 (71%) are rehires or reassignments, and 364 (29%) are new hires (comprised of regular/permanent, restricted, returnee retirees, substitutes, and temporary positions). With the exception of 106 assignments, all of the actions are for positions which are school-based or provide direct support to the schools or their operations.

All new hires to regular/permanent positions are for A, B, C, or E basis positions. The 46 regular/permanent new hires consist of: Building and Grounds Worker (8), Electrician (2), Facilities Services Coordinator, Financial Manager, Fire Equipment Servicer, Floor Covering Installer, Food Service Worker (3), Hand Grader, Heating and Air Conditioning Fitter (3), Heavy Duty Bus-Truck Mechanic, IT Support Technician, Library Aide (3), Machinist, Maintenance Worker, Mill Carpenter (3), Office Technician (4), Painter, Pest Management Technician, Plumber, Roofer (2), Senior Asbestos Abatement Worker, Senior Food Service Worker, Stock Worker (2), Sustainability Specialist, Toolkeeper.

The following regular/permanent positions have been filled by promotional employees:
Accounting Technician II, Area Food Services Supervisor, Assignment Technician (2), Assistant Garage Supervisor, Assistant Plant Manager I, Assistant Projects Manager, Associate HR Representative (CPOS), Building and Grounds Worker (2), Carpenter, Contract Administration Manager, Environmental Safety Officer (2), Facilities Services Coordinator (2), Floor Covering Technical Supervisor, Food Service Manager I (4), Food Service Manager II, Food Service Manager V (2), Hand Grader, Information Security Analyst II, Information Systems Business Analyst, Information Systems Business Coordinator, Insurance Technician, Intermediate Accountant, Inventory Control Clerk, IT Solution Technician, IT Solutions Architect, Maintenance Worker, Masterplan Coordinator, Operating Systems Administrator, Plant Manager I (4), Project Engineer (4), Reports and Data Analyst I, School Administrative Assistant (3), Senior Floor Covering Installer, Senior Food Service Worker (4), Senior Grant and Funding Specialist, Senior Insurance Technician, Senior IT Electronics Communications Technician, Senior Office Technician (4), Special Education Assistant (14), Supervising Special Education Assistant (2).

Hire Data of All Classified Employees

From November 4, 2024 to December 3, 2024

By New Hire, Reassignment, and Rehire

Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
NEW HIRE								
Accounting Analyst					1			1
Administrative Intern I					2			2
Athletics Assistant					12			12
Building and Grounds Worker		8			1			9
Campus Aide (Restricted)			20					20
Community Representative A and (Restricted)			1					1
Community Representative C and (Restricted)			5					5
Early Education Center Aide I & (Restricted)					45			45
Early Education Center Attendant					1			1
Education Aide III & (Restricted)			1					1
Educational Resource Aide (Restricted)			1					1
Electrician		2						2
Facilities Services Coordinator		1						1
Financial Manager		1						1
Fire Equipment Servicer		1						1
Floor Covering Installer		1						1
Food Service Worker		3			8			11
Hand Grader		1						1
Heating and Air Conditioning Fitter		3						3
Heavy Duty Bus-Truck Mechanic		1						1
Instructional Aide (Music)					1			1
Instructional Aide (Transitional Kindergarten) & (Restricted)			4					4
Instructional Aide I & (Restricted)			25					25
IT Support Technician		1						1
Library Aide		3						3
Machinist		1						1
Maintenance Worker		1						1
Mill Carpenter		3						3
Office Technician		4			1			5
Out-of-School Program Supervisor and (Restricted)						23		23
Out-of-School Program Worker and (Restricted)						62		62
Painter		1						1
Pest Management Technician		1						1
Plumber		1						1
Roofer		2						2

Hire Data of All Classified Employees								
From November 4, 2024 to December 3, 2024								
By New Hire, Reassignment, and Rehire								
Classification	**Prov**	**Reg / Perm**	**Restr**	**Return Retiree**	**Subs**	**Temp 1GXX**	**Temp**	**Grand Total**
School Climate Advocate & (Restricted)			1					1
School Supervision Aide and (Restricted)			23			3		26
Senior Asbestos Abatement Worker		1						1
Senior Food Service Worker		1						1
Special Education Assistant					43			43
Special Education Trainee					33			33
Stock Worker		2						2
Student Integration Helper & (Restricted)			1					1
Sustainability Specialist		1						1
Toolkeeper		1						1
New Hire Total		**46**	**82**		**148**	**88**		**364**
REASSIGNMENT								
Accounting Technician II		2						2
Administrative Aide		1						1
Administrative Assistant		1						1
Administrative Staff Aide		1						1
Area Food Services Supervisor		1						1
Area Operations Supervisor	1							1
Assignment Technician		3						3
Assistant Area Bus Supervisor		1						1
Assistant Garage Supervisor		1						1
Assistant Plant Manager I		3					1	4
Assistant Projects Manager		1						1
Associate HR Representative (CPOS)		1						1
Athletics Assistant					1			1
Branch Human Resources Manager	1							1
Building and Grounds Worker		20						20
Campus Aide (Female/Restricted)			1					1
Campus Aide (Male/Restricted)			2					2
Campus Aide (Male/Spanish Language) (Restricted)			1					1
Campus Aide (Restricted)		5	6				1	12
Carpenter		2						2
Central Shops Supervisor	1							1
Community Representative C and (Restricted)		1	1			1		3
Contract Administration Manager		1						1
Data Analyst							1	1
Division Human Resources Administrator II	1							1

Hire Data of All Classified Employees								
From November 4, 2024 to December 3, 2024								
By New Hire, Reassignment, and Rehire								
Classification	**Prov**	**Reg / Perm**	**Restr**	**Return Retiree**	**Subs**	**Temp 1GXX**	**Temp**	**Grand Total**
Early Education Center Aide I & (Restricted)		2	2		7			11
Early Education Center Attendant		1						1
Early Education Center Office Manager		1						1
Engineering Aide		1						1
Environmental Safety Officer		2						2
Facilities Project Manager II	1							1
Facilities Services Coordinator		2						2
Floor Covering Technical Supervisor		1						1
Food Service Manager I	13	9					8	30
Food Service Manager II	2	2						4
Food Service Manager V	2	2					2	6
Food Service Manager VII		1						1
Food Service Worker	1	68			1			70
Food Service Worker II (Driving)		1						1
Hand Grader		1						1
Health Care Assistant		3						3
Infant Care Aide and (Restricted)			4					4
Information Resources Support Assistant							1	1
Information Security Analyst II		1						1
Information Systems Business Analyst		1						1
Information Systems Business Coordinator		1						1
Instructional Aide (Literacy) & (Restricted)			4				3	7
Instructional Aide (Math) & (Restricted)			1					1
Instructional Aide (Music)					1			1
Instructional Aide (Transitional Kindergarten) & (Restricted)			29				9	38
Instructional Aide I & (Restricted)			2				1	3
Insurance Technician		1						1
Intermediate Accountant		1						1
Inventory Control Clerk		1						1
IT LAN Technician							1	1
IT Solution Technician		1						1
IT Solutions Architect		1						1

Hire Data of All Classified Employees								
From November 4, 2024 to December 3, 2024								
By New Hire, Reassignment, and Rehire								
Classification	**Prov**	**Reg / Perm**	**Restr**	**Return Retiree**	**Subs**	**Temp 1GXX**	**Temp**	**Grand Total**
Library Aide		1						1
Light Bus Driver		1						1
Maintenance Worker		2						2
Masterplan Coordinator		1						1
Multicast Traffic Coordinator	1							1
Office Technician		5					1	6
Operating Systems Administrator		1						1
Operating Systems Specialist		1						1
Out-of-School Program Coordinator		5						5
Out-of-School Program Supervisor and (Restricted)		1				15		16
Out-of-School Program Worker and (Restricted)						4		4
Plant Manager I		4					5	9
Plant Manager II							2	2
Plant Manager III							1	1
Plumber		1						1
Project Engineer		4						4
Refrigeration Supervisor	1							1
Reports and Data Analyst I		1						1
School Administrative Assistant		3					2	5
School Facilities Attendant (Restricted)		1			1			2
School Safety Officer		1						1
School Supervision Aide and (Restricted)			5			4		9
Senior Electrician		2						2
Senior Financial Analyst							2	2
Senior Floor Covering Installer		1						1
Senior Food Service Worker	8	33					3	44
Senior Grant and Funding Specialist		1						1
Senior Insurance Technician		1						1
Senior IT Electronics Communications Technician		1						1
Senior Office Technician		5			2		4	11
Senior Secretary	1							1
Senior Window/Wall Washer		1						1
Special Education Assistant		147		1	140		14	302
Special Education Trainee					64		1	65
Stock Clerk		1						1
Stock Clerk (Infant and Preschool)		1						1
Stock Worker		1						1
Student Integration Helper & (Restricted)			1					1
Supervising Facilities Cost Analyst							1	1

Hire Data of All Classified Employees								
From November 4, 2024 to December 3, 2024								
By New Hire, Reassignment, and Rehire								
Classification	**Prov**	**Reg / Perm**	**Restr**	**Return Retiree**	**Subs**	**Temp 1GXX**	**Temp**	**Grand Total**
Supervising Special Education Assistant		3					1	4
Testing Operations Manager	1							1
Translator - Interpreter (Spanish Language)		1						1
WAN Specialist II	1							1
Reassignment Total	**36**	**382**	**59**	**1**	**217**	**24**	**65**	**784**
REHIRE								
Assignment Technician		2						2
Athletics Assistant					2			2
Building and Grounds Worker		2						2
Campus Aide (Restricted)		1	6					7
Class "A" Commercial Truck Driver		1						1
Community Representative C and (Restricted)			1					1
Early Education Center Aide I & (Restricted)					6			6
Early Education Center Attendant					1			1
Fleet Parts Storekeeper		1						1
Food Service Worker					3			3
Glazier		1						1
Hand Grader		1						1
Instructional Aide (Literacy) & (Restricted)			1					1
Instructional Aide (Transitional Kindergarten) & (Restricted)			2					2
Instructional Aide I & (Restricted)			1					1
IT Trainee		1						1
Library Aide		2						2
Office Technician		2						2
Out-of-School Program Supervisor and (Restricted)						4		4
Out-of-School Program Worker and (Restricted)						9		9
School Administrative Assistant		1						1
School Supervision Aide and (Restricted)			8					8
Special Education Assistant		4			24			28
Special Education Trainee					11			11
Rehire Total		**19**	**19**		**47**	**13**		**98**
GRAND TOTAL	**36**	**447**	**160**	**1**	**412**	**125**	**65**	**1,246**

Summary

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

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

ATTACHMENT C

ROUTINE PERSONNEL ACTIONS

The Human Resources Division reports 252 certificated new hires during the time period covered by this report and a summary list of hires appears below. The 252 certificated new hires serve at schools and programs throughout the District and are comprised of both former employees selected from rehire lists and newly employed certificated employees. Substitute teachers continue to be hired to ensure increased coverage capacity for teacher absences.

Adult Teacher, Day-to-Day Substitute	5
Arts Education Itinerant	5
Counselor, Pupil Services & Attendance	8
Counselor, Secondary School	1
Early Childhood Ed Teacher	5
Elementary Teacher	9
Elementary Teacher, Day-to-Day Substitute	151
ROC/ROP Teacher	2
School Nurse	9
School Nurse, Day-to-Day Substitute	1
School Occupational Therapist	1
Secondary Teacher	9
Special Education Teacher	3
Special Ed Teacher, Moderate	2
Special Ed Teacher, RSP	1
Speech & Language Pathologist	2
Teacher Assistant-Degree Track	38

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Relations Division

ATTACHMENT D

ROUTINE PERSONNEL ACTIONS – SENIOR MANAGEMENT

Approval of contract of employment for senior management employee appointed by the Board of Education in closed session on December 11, 024. See attached list.

LOS ANGELES UNIFIED SCHOOL DISTRICT
SENIOR MANAGEMENT CONTRACT
APPROVED DECEMBER 11, 2024

NAME	TITLE	SERVICE	START DATE	END DATE	ANNUAL SALARY	*STEP	AUTO/ALLOWANCE/ OTHER
Liberatore, Timothy Carl	Director of Facilities Project Execution	Classified	01/28/2025	06/30/2026	$256,506.72	4/5	$250 per month

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

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TAB 12

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-148-24/25, **Version:** 1

Provisional Internship Permits
January 14, 2025
Human Resources Division

Action Proposed:
Approve request for 12 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.

Background:
The Provisional Internship Permit became effective on July 1, 2005, in anticipation of the phasing out of the former authorizing document. The Provisional Internship Permit is valid for one year and may not be renewed. During the first year of employment, the Provisional Intern teacher must meet all requirements for entrance into an accredited intern program.

The Los Angeles County Office of Education grants authority to the District to employ potential Provisional Interns on a Temporary County Certificate until such time that the Board of Education approves their employment under the Provisional Internship Permit. Commission on Teacher Credentialing (CTC) regulations require that the request to employ Provisional Interns be approved by the Board and submitted to the CTC within three months of the teachers beginning their assignment.

The CTC requires that the governing board be presented with a list of teachers to be employed under the Provisional Internship Permit (Attachment A).

Expected Outcomes:
The approval of Provisional Internship Permits will enable the District to continue to staff teacher vacancies in shortage subject fields with individuals committed to completing the requirements to enter into an intern program and subsequently earn a full credential.

Board Options and Consequences:
Approval of Provisional Internship Permits will afford the District the opportunity to hire new as multiple subject, special education, mathematics, and English teachers who will be required to follow a prescribed and rigorous pathway that results in the earning of both full state and federal teacher certification.

If the Provisional Internship Permits are not approved, and a full-time teacher cannot be hired, classroom vacancies would be staffed by a series of individuals in possession of only Emergency 30-Day Substitute Teaching Permits. Day-to-day substitutes are not required to be enrolled in a teacher education program, and may only remain in a special education classroom for a maximum of twenty days, after which time they are deemed by the State as inappropriately assigned.

Policy Implications:
This action does not change District policy.

Budget Impact:
There is no impact on the District's budget.

Student Impact:
The goal of Human Resources Division is to insure that there is an appropriately authorized teacher in every classroom. In areas of high need such as multiple subject, special education, mathematics, and English, where there might be a teacher shortage, the District may approve the use of Provisional Internship Permits, which authorize a teacher candidate to step into the classroom as the teacher of record while they take the necessary steps to enroll in a credential program.

Equity Impact:
Not applicable

Issues and Analysis:
Not applicable

Attachments:
Attachment A - Teachers with Provisional Intern Permits

Informatives:
Not applicable

Submitted:
12/06/24

RESPECTFULLY SUBMITTED:

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

FRANCISCO J. SERRATO
Chief Human Resources Officer
Human Resources Division

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

KRISTEN K. MURPHY
Associate Superintendent
Talent & Labor Relations

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

APPROVED BY:

PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

Teachers with Provisional
Intern Permits

Attachment A

No.	Name	School	Region	BD	Subject	Effective
1	Nire Williams	Lawson Acaemy A/M/S	South	1	Multiple Subject	12/4/2024
2	Desiree Gonzales	Cohasset Elementary	North	3	Extensive Support Needs	11/5/2024
3	Jacob Fahey	Canoga Park Elementary	North	3	Mild/Moderate Support Needs	11/26/2024
4	Deborah Shelly Vega	Serrania CES	North	4	Mild/Moderate Support Needs	11/26/2024
5	Maria Angulo	Hollywood High School	West	4	Mild/Moderate Support Needs	12/3/2024
6	Abel Rodriguez	Marquez Senior High Libra A	East	5	Math	11/12/2024
7	Caireese Grimes	Madison Middle School	North	6	Math	11/15/2024
8	Stacey Aguila	Liggett Elementary	North	6	Multiple Subject	11/21/2024
9	Lourdes Herrera	Sylmar Charter High School	North	6	Extensive Support Needs	12/2/2024
10	Yulissa Perez	Weigand Elementary	South	7	Extensive Support Needs	11/14/2024
11	Omar Escobar	Graham Elementary	South	7	Mild/Moderate Support Needs	11/7/2024
12	Finetta Jackson	Gardena Senior High	South	7	English	12/1/2024

Return to Order of Business

TAB 13

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-111-24/25, **Version:** 1

Request for Board Approval of Education Compact with the City of Lomita
January 14, 2025
Office of Government Relations

Action Proposed:
Authorize the Education Compact with the City of Lomita.

Background:
As part of the 2022-2026 Strategic Plan for the Los Angeles Unified School District, new Education Compacts are to be established between the District and local governmental entities. Education Compacts with the municipal governments are intended to align resources and implement innovative programs to equip our students with the tools they need to be Ready for the World.

Through these Education Compacts, each city and the District will collaborate to meet the educational needs of youth and families in the respective city through the end of the District's Strategic Plan (June 2026). The city and the District may choose to revisit the Compact after June 2026 to renew their shared commitments to students and families.

The commitments outlined in the Education Compact are not legally binding nor do they mandate budgetary expenditures on behalf of the Parties. They represent a shared philosophical goal of improving the educational opportunities and enriching the lives of children and families attending District sites living within the city.

The Office of Governmental Relations (OGR) will continue discussions with other municipalities to finalize Education Compacts that can be brought forth for Board approval at a future meeting.

Expected Outcomes:
The approved Education Compacts will result in a coherent agenda that OGR, Region Offices and the respective District Divisions will promote and advance by strengthening collaboration with each municipality to deliver on the commitments outlined in the shared vision.

Board Options and Consequences:
Approval will allow OGR, Region Offices and the respective District Divisions to proceed in a timely manner to deliver on the commitments outlined in the shared vision. Delay in approval will delay the opportunity to strengthen these partnerships.

Policy Implications:
The Education Compacts are in alignment with the District's 2022-26 Strategic Plan.

Budget Impact:
No budgetary expenditures are outlined in the Education Compacts.

Student Impact:
The Education Compact supports students and families through strengthening partnerships between the city and the District. Such partnership ensures a coherent and joint effort to support student success.

Equity Impact:

Component	Score	Score Rationale
Recognition	3	The Education Compacts may establish partnerships between the District and the City of Los Angeles as well as the smaller and less representative cities and communities that also serve our student population. While approximately around 21% of Los Angeles Unified students attend schools outside of the City of Los Angeles, it is equally important for the District to continue to pursue collaborative efforts with the other cities and unincorporated communities represented by the Los Angeles County Board of Supervisors.
Resource Prioritization	3	Pursuing these partnerships would mean that our programs and initiatives are also being replicated in other communities outside the City of Los Angeles, ultimately broadening opportunities and services to students and families in a more equitable way.
Results	2	The Education Compacts represent a shared philosophical goal of improving the educational opportunities and enriching the lives of children and families attending District sites within respective cities and unincorporated communities, however the commitments are not legally binding, nor do they mandate financial obligations.
TOTAL	**8**	

Issues and Analysis:
Not Applicable

Attachments:
Attachment A: Education Compact between the Los Angeles Unified School District and the City of Lomita.

Informatives:
Not Applicable

Submitted:
12/11/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

MARTHA ALVAREZ
Chief of Legislative Affairs and
Government Relations
Office of Government Relations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

EDUCATION COMPACT

Between the Los Angeles Unified School District and the City of Lomita

As part of the 2022-2026 Strategic Plan for the Los Angeles Unified School District ("District" or "Los Angeles Unified"), new education compacts are to be established between the District and local governmental entities. Education Compacts with the municipal governments in the South region are intended to align resources and implement innovative programs to equip students with the tools they need to be Ready for the World.

As a member of the South region, the City of Lomita ("City") is served by the District and accounts for approximately 2,193 student enrollment at District schools located in the City of Lomita (LAUSD SY 24-25 Enrollment). The City of Lomita has 20,000 residents (2020 US Census) and spans a total area of 1.9 square miles. Students who live in the City of Lomita attend these and other schools: Lomita Magnet Elementary School, Eshelman Avenue Elementary School, Fleming Middle School, and Narbonne High School. The District and the City may each be referred to individually herein as a "Party" or, collectively, as "the Parties."

Through this Education Compact ("Compact"), the City and the District will collaborate to meet the educational needs of youth and families in the City through the end of the District's Strategic Plan (June 2026). The City and the District may choose to revisit the Compact after June 2026 to renew their shared commitments to students and families of the City of Lomita.

The commitments outlined are not legally binding, nor do they mandate budgetary expenditures on behalf of the Parties. They represent a shared philosophical goal of improving educational opportunities and enriching the lives of children and families attending District sites or living within the City. The Parties recognize there may be financial expenditures associated with one or more of the following aspects; however, any financial expenditure should not be made unless the responsible Party's governing board has authorized the expenditure through its budgetary process and should be voluntary in nature.

The Compact between the District and the City should undertake efforts that would be enriched, expedited, or enhanced through collaborative efforts in the following areas:

1. Communications and Ongoing Engagement
2. Enrollment and Positive Attendance
3. Safe Routes to School and Other Traffic Safety Improvements
4. Safe and Positive School Climate
5. Student Mental Health & Wellness Services
6. Parent and Family Engagement
7. Academics and Expanded Learning
8. Digital Access and Connectivity
9. Shared Facilities and Green Spaces
10. Transportation

Key Focus Areas:

1. Community Collaboration and Communication:
    - Joint efforts to improve communication between the City and LAUSD. Information about schools, programs, and events should be shared via City websites, social media, and newsletters.
    - Promotion of educational programs and job opportunities through city-sponsored events and initiatives.
    - The Compact encourages partnerships with local businesses to create mentorship and volunteering opportunities, aimed at boosting student success.
    - The City, as part of its annual **Lemonade Day,** will promote this event to increase participation from District students and empower youth to explore entrepreneurship. The District will also collaborate with the City to share information about this event with students, families, and staff. This annual initiative, hosted by the Lomita Chamber of Commerce in partnership with the City of Lomita, provides students with an experiential learning program that teaches them how to start, own and operate their own lemonade stand.
2. Enrollment and Positive Attendance:
    - The City should support student recruitment efforts and collaborate on campaigns aimed at improving school attendance.
    - Regular attendance campaigns and events should help ensure that all eligible youth in Lomita are enrolled in District schools.
3. Safe Routes to School and Other Traffic Safety Improvements:
    - The City and LAUSD should work together to ensure safe routes to school.
    - The District will promote programs such as the Traffic Safety Valet to alleviate congestion and improve pedestrian safety around schools.
    - Both parties should regularly assess traffic conditions and implement safety improvements near school campuses.
4. School Safety and Positive Climate:
    - Safety Collaborative and other meetings between the City, District, and law enforcement agencies should review safe passage issues with the goal of addressing school safety, crime prevention, and updates on local initiatives.
    - Data-sharing agreements should be explored to better understand and address crime trends near schools, enhancing student safety and well-being.
5. Student Mental Health & Wellness Services:
    - Joint efforts should be made to expand public health education, particularly focusing on combating drug overdoses and improving mental health services for students.
    - The City and District should explore bringing mobile health services and expanding mental health resources in Lomita.
6. Parent and Family Engagement:
    - The District should develop workshops and classes tailored to Lomita families through the Family Academy, with the City supporting the promotion of these offerings.
    - The City and District should explore creating a Parent Resource Center at a City facility, providing a centralized hub for information and resources.

7. Academic and Expanded Learning:
    - Both parties should work to promote academic and enrichment programs like tutoring, summer programs, and extracurricular activities to help students address learning gaps.
    - Cultural enrichment programs such as the Cultural Arts Passport should be offered to Lomita families, with a focus on leveraging local cultural and historical sites.
8. Digital Access and Connectivity:
    - The District will continue its advocacy to urge increased connectivity funding to provide students access to devices and internet services for off-campus use.
    - Partnerships should be explored to improve broadband access and eliminate digital divides, ensuring that all families in Lomita have access to high-speed internet.
9. Shared Facilities and Green Spaces:
    - The City and District should collaborate on the use of shared facilities, including athletic fields, and green spaces, to host school and community events and provide recreation opportunities for students and families.
    - Both parties should work to increase green spaces on school properties, creating more recreational areas for families and students to enjoy.
    - The District should examine how to strengthen the collection of developer fees for all new residential, commercial, and industrial construction projects within the school district boundaries, including opportunities for increased collaboration with the City in support of these efforts to collect and transmit developer fees for construction projects in the City.
10. Transportation:
    - The City should support the promotion of free Metro GoPass Program passes for students, ensuring that all eligible youth have access to reliable public transportation.

Duration and Review

This Compact is effective through the end of the LAUSD's Strategic Plan (June 2026). Both Parties may revisit and renew the Compact after this date to continue their collaborative efforts in support of the Lomita community.

APPENDIX

Cultural Arts Passport
The Los Angeles Unified Cultural Arts Passport is a program to provide students access to the Arts. In partnership with Southern California's finest cultural organizations and venues, the Cultural Arts Passport program ensures equal access to arts, culture and environmental experiences for every child. The Cultural Arts Passport is partially supported through generous monetary and in-kind donations from the community. Founding partners who generously support the initiative include The Broad Foundation, Creative Arts Agency, the Fender Play Foundation and other cultural institutions.

Digital Divide Partnerships
The District has developed partnerships with LTE/5G and fixed broadband providers such as Verizon and AT&T to allow piggyback on our contracts with very affordable pricing for other governmental entities.

Everyone Mentors LA
Everyone Mentors LA is a new mentoring initiative by Los Angeles Unified that will invest in the lives of historically underserved students to ensure every student graduates Ready for the World. The new initiative will match students contending with declining grades, chronic absenteeism, a need for socio-emotional support and other challenges that have inhibited their academic success with a mentor from the Los Angeles community. More information on this program can be found at https://achieve.lausd.net/everyonementors.

Family Academy
The Los Angeles Unified Family Academy is designed to leverage families' assets to be empowered as they support their child from the early primary years to college and career success. This effort complements family knowledge by connecting them to actionable learning focused on their child's development, as well as opportunities to accelerate their own careers and quality of livelihood. Families may expand and share prior knowledge with other parent leaders by attending learning segments offered by the Family Academy course catalog, which offers webinar and regional segments hosted in-person. The course catalog is available at achieve.lausd.net/familyacademy.

A second path to learning with the Family Academy is through four family courses which are geared for the following family audiences: youngest learners, multilingual learners, twice exceptional, and Black and African-American students. The curriculum is organized as a 7-class course experience where families engage in a culturally relevant curriculum, in a cohort learning environment, define family engagement, and develop their action plan to stay engaged in their child's education. Course registration information is available at achieve.lausd.net/familyacademy. Families may also contact the Los Angeles Unified Family Hotline for more information: 213-443-1300.

Traffic Safety Valet Program

The Los Angeles Unified Safety Valet program is designed to help improve student safety and provide more fluid movement of vehicular traffic around schools during the morning drop off. A Valet directs drivers through a queue of traffic cones where volunteers assist students to safely exit the car. This eliminates the need for parents to exit their vehicles and for students to cross busy intersections.

Return to Order of Business

TAB 14

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-135-24/25, **Version:** 1

Request for Approval of 2025 Advocacy Agenda and Guiding Principles and Priorities
January 14, 2025
Office of Government Relations

Action Proposed:
Approval to sponsor legislation and proactively advocate for policies and funding proposals at the local, state and federal levels that are consistent with the District's 2022-26 Strategic Plan.

Background:
Each year the Office of Government Relations (OGR) presents to the Board proposed advocacy priorities for the upcoming year. This includes securing authors for legislation, advocating for changes/inclusion in budget and funding proposals, and taking positions on related bills, regulatory changes, and policy issues as presented on the attached documents. Given the unprecedented challenges the District has faced in recent years and the uncertainty that lies ahead, it will be important to build in flexibility to authorize the Office of Governmental Relations to pursue the necessary advocacy on other policy and funding priorities as new issues arise in 2025.

Expected Outcomes:
The approved policy and funding priorities will result in a coherent advocacy agenda that the Office of Governmental Relations will promote and advance by building local and state coalitions with a diverse set of education partners.

Board Options and Consequences:
Approval will allow OGR staff to proceed in a timely manner to secure authors for legislation and pursue advocacy with the various levels of government. Delay in approval will negatively impact the securing of authors for legislation prior to the legislative deadlines for the introduction of bills.

Policy Implications:
The Advocacy Agenda and Guiding Principles and Priorities support existing Board policies and are in alignment with the District's 2022-26 Strategic Plan.

Budget Impact:
Costs of the proposal are borne by OGR within the existing general fund budget.

Student Impact:
The Advocacy Agenda and Guiding Principles and Priorities support students and their academic achievement either directly or indirectly through legislation and policies. Advocacy on behalf of the Los Angeles Unified community is critical to the success of students, teachers and administrators, and the advancement of our schools.

Equity Impact:
Not Applicable

Issues and Analysis:
Not Applicable

Attachments:
Attachment A: Los Angeles Unified: 2025 Advocacy Agenda
Attachment B: Los Angeles Unified: 2025 Advocacy Guiding Principles and Priorities

Informatives:
Not Applicable

Submitted:
12/09/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

MARTHA ALVAREZ
Chief of Legislative Affairs and
Government Relations
Office of Government Relations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

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Los Angeles Unified School District

2025 ADVOCACY AGENDA

ADVOCACY PRIORITIES

The Los Angeles Unified School District's (Los Angeles Unified) legislative and funding priorities call for policies that make schools safe, welcoming, and equitable places for learning. The 2025 Advocacy Agenda is aligned to Los Angeles Unified's 2022-26 Strategic Plan and the District's Advocacy Guiding Principles and Priorities. In addition to the issues identified below, the Office of Government Relations supports and advocates for legislative proposals and initiatives that are consistent with the Strategic Plan and will pursue necessary policies and funding in 2025 as new issues arise.

LOCAL

The Office of Government Relations, in collaboration with other District departments and Region Offices, will explore opportunities for partnerships with local municipalities serving District schools to address the following:

- Strengthen intergovernmental collaboration to expand the District's enrollment campaign efforts and support school-aged children who are not enrolled or attending school.
- Support efforts to address the synthetic opioid crisis and access to illicit substances.
- Strengthen partnership with Los Angeles County to unify mental health funding and staffing to provide consistent services for schools and communities in high-need areas.
- Increase resources to support a positive school climate and safe routes to and from schools.
- Support efforts aimed at the relocation or closure of the Atlas facility site in Watts and explore funding opportunities for site clean-up.
- Expand joint-use facilities agreements and programming for students through continued partnerships with regional Recreation and Parks departments.
- Establish new and implement existing education compacts with local governments.

STATE

The Office of Government Relations will pursue the following statewide legislation and budget priorities, and engage in policy proposals consistent with the Guiding Principles and Priorities:

Sponsored Legislation

- Revise opt-in/consent requirements of vision and dental screenings for unhoused students.
- Increase flexibility to allow students in continuation schools to pursue work-based learning and other educational opportunities.
- Create permanent authorization for Best Value Procurement contracting method.
- Revise fiscal penalty calculation related to certain requirements in universal Transitional Kindergarten.

State Budget Priorities

- Maintain or increase the projected cost of living adjustment (COLA) for FY 2025-26.
- Protect LCFF and maintain flexibility and local control through avoidance of additional categorical programs.
- Participate in discussions as to the most impactful uses of the Proposition 98 funding "dividend" resulting from declining enrollment.
- Amend universal Transitional Kindergarten penalties, and fully fund required TK ratio and class size requirements.
- Expand funding for special education services by increasing the reimbursement rate for students with moderate to severe disabilities.
- Support investments in school facilities construction, modernization, and greening projects.
- Maintain Targeted Instructional and Improvement (TIIG) Funding.

FEDERAL

The Office of Government Relations will continue to advocate for the following issues at the federal level:

- Work with partners to protect and support newcomers, immigrant students and families, including support for permanent legal protections and a pathway to citizenship for undocumented youth.
- Additional funding to increase access to high-quality preschool programs for all 3- and 4-year-olds, including support for increased reimbursement rates, teacher preparation programs, and facilities renovations.
- Continue to work with national partners and build support for the bipartisan IDEA Full Funding Act.
- Increase connectivity funding to provide students and teachers access to devices and internet services for off-campus use and support changes to the E-Rate program to use funds to strengthen IT security infrastructure.
- Advocate for increased spending for special education, Title I, Title II, Title III, Title IV, and Magnet Schools Assistance grants in the annual FY 2025 and FY 2026 spending bills.
- Support and explore programs, partnerships and legislation that combat homelessness and remove barriers to success for unhoused youth.
- Advocate for the federal recognition of the Gabrileno Tongva and Fernandeño Tataviam Band of Mission Indians as the First People of Los Angeles County.

https://www.lausd.org/ogr
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OFFICE OF GOVERNMENTAL RELATIONS
2025 ADVOCACY GUIDING PRINCIPLES AND PRIORITIES

As the second largest school district in the nation, the Los Angeles Unified School District (Los Angeles Unified) serves a diverse community of more than 500,000 students in pre-Kindergarten through Adult Education. Los Angeles Unified families speak 98 languages in their households. Over 86 percent of our students are identified as low-income, English Learner, and/or in the foster care system. These students demonstrate extraordinary resilience and persistence, constantly striving to overcome the challenges they face. Supporting the academic achievement and social-emotional well-being of students, and closing educational equity gaps, requires strong partnerships with federal, state, and local governments.

The Office of Governmental Relations (OGR) informs the Board and the Superintendent of legislative developments and opportunities, and responds to advocacy priorities identified by the Board, the Superintendent and District staff. These guiding principles frame the advocacy and engagement that OGR undertakes on behalf of Los Angeles Unified, and guide OGR's work when evaluating legislation or funding proposals introduced by governmental entities, particularly the California Legislature. OGR will consider opposing or seeking amendments to legislation that contradicts the following guiding principles or undermines the District's discretion to adopt local policies that best serve the interest of students.

GUIDING PRINCIPLES

Los Angeles Unified's principles are guided by the five Pillars of our 2022-26 Strategic Plan, as well as a focus on equity, fiscal responsibility, and local control.

Academic Excellence
Students' academic achievement is essential to forming a meaningful path to college and career. A culture of academic achievement and high expectations spurs student curiosity and engagement and prepares students to participate in civil society and democracy. The State must continue to advance efforts to address opportunity gaps and chronic absenteeism. In alignment with our Strategic Plan, we will support efforts that allow us to improve student performance and graduation rates, so that all students graduate ready for the world.

Joy and Wellness
Student health and wellbeing anchors the core of everything we do as a district. All policies we sponsor or support must serve our students' ability to learn, grow, and thrive in a safe environment that helps them achieve their greatest potential as scholars and citizens. As part of this effort, we will support policies that are consistent with the principles of educational equity and that prioritize access to limited resources in areas of highest need.

Engagement and Collaboration
Building trust among internal and external community partners is a critical step in supporting the needs of students. OGR remains committed to strengthening communication with parents and

external partners on the District's advocacy efforts, and to solicit support on advocacy priorities where coalition efforts are warranted.

Operational Effectiveness and Investing in Staff
As the second largest employer in Los Angeles County and second largest public education system in the country, Los Angeles Unified is committed to ensuring the organizational sustainability of the school district by supporting an educator and staff pipeline of highly qualified and diverse personnel. We will advocate for flexibilities that allow the District to prioritize positions that support services for the whole child, and oppose legislation that takes away the District's discretion to meet the students' best interest and contradicts the District's Strategic Plan initiatives.

Fiscal Responsibility
Recognizing that California has a requirement to present a balanced state budget, we will holistically consider how requests for increased state or federal funding for certain programs may impact other District advocacy priorities. We believe that it is important that the State fund any new mandates or requirements that it places on school districts. As a large and diverse district, we value flexibility in funding and protecting the principles of the Local Control Funding Formula (LCFF), and will explore and respond to options suggested for structural changes to the LCFF. We will continue to advocate for sustainable, ongoing funding that allows the District to invest in our students, staff and families over the long term.

Local Control
Los Angeles Unified is a unique district within California and the United States. Our student body is over four times larger than the next largest district in the State and offers services "in-house" that in most districts are supported by their County Office of Education. We recognize and respect that each district serves a unique population and faces unique challenges. For that reason, we value local control and local discretion to determine curriculum, provide services and administer programs according to local student needs wherever possible.

AREAS OF FOCUS

Adequacy of Funding
Serving students requires investing in a full and fair funding strategy that includes investments in preschool through Adult Education. The Legislature should consider that costs, such as health insurance and housing, are rising far above the rate of inflation, since the annual cost-of-living-adjustment (COLA) is often insufficient. We will continue to advocate for California to join most states in funding schools based on student enrollment, rather than attendance, which more accurately reflects the fixed costs of serving students. Further, the state legislature should prioritize the reimbursements of costly mandated activities that result in less discretionary funding for school sites and the classroom. Los Angeles Unified is opposed to reductions or eliminations of the Targeted Instructional Improvement Block Grant (TIIG) funding.

As enrollment declines, per pupil funding in Proposition 98 likely will increase, creating a dividend that can be invested in different ways. We will be actively engaged in conversations about the best possible uses of this funding, and associated changes to the LCFF structure.

Adult Education
Adult Education provides English as a Second Language (ESL), basic skills, high school diploma, and career technical education classes to adults and out-of-school teens to help them reach their college, career, and community goals. To expand and improve services to effectively meet the needs of adult learners, we will support state policies that provide flexibility in addressing changing workforce needs and increase community access to adult education programs and services.

Charter Schools
We support legislative efforts that support all authorizers in the state to advance strong oversight, particularly in the areas of academic achievement, governance, and fiscal transparency, as well as accountability for charter school operations, and equity and access for all students. As the largest authorizer in the State, we believe charter authorizers across the state need to receive ongoing levels of support to implement effective oversight.

Curriculum and Instruction
Robust instructional supports are essential contributors to student success. We will advocate for state support of curriculum and instructional practices by ensuring that sufficient resources are available to effectively implement new and existing curriculum requirements and practices. The State should promote the development of robust curriculum frameworks and additions integrated into existing frameworks, while remaining mindful of the impact that new curriculum requirements have on graduation rates, student enrichment opportunities, and the ability of local school boards to design a curriculum that meets local needs and preferences. Given the addition of two new graduation requirements in recent years, we call upon the Legislature to avoid any new requirements without considering which existing requirements can be removed or consolidated. In addition, the COVID-19 pandemic created new ways of delivering instruction. We support efforts to maintain and expand access to online tutoring, virtual learning and coursework, and other digital resources.

Before and After School Programs
With the creation of the Expanded Learning Opportunities Program, school districts can better support working families and expand learning opportunities for students, including access to arts, music, sports, enrichment activities, and field trips that would be otherwise out of reach for many students. We are committed to continuing to strengthen before- and after-school program coherence, quality, developmental appropriateness, and accessibility. We will advocate for ongoing dedicated support for before- and after-school programming and appropriate reimbursement rates to continue these programs.

Data-Driven Practices
Academic achievement and post-secondary success can be achieved most readily when targeted instruction and intervention are guided by real-time, multiple-measure data, both qualitative and quantitative, across transitions from pre-kindergarten to elementary; elementary to middle; middle to high school; and high school to college or career. The State should invest in and support local education agencies' ability to monitor effectiveness and guide technical assistance. We believe that the State should hold schools accountable for metrics that are actionable and should avoid penalizing districts or creating the perception of lower performance for activities or outcomes out

of their control. When the State identifies schools to receive additional assistance, the State should also provide timely and transparent policies for how schools will exit this identification for support.

Digital Equity and Safety

Access to high-speed and reliable internet has proven to be a necessity–not a luxury–allowing students, families, and businesses to access valuable information online to continue instruction, stay socially connected, and complete daily work. The digital divide is especially harmful to public education in low-income communities and communities of color which are disproportionately impacted, leaving the highest-need families disconnected. The State recently adopted a Digital Equity Bill of Rights and must go further to ensure that these principles are translated into action by supporting affordable, reliable, high-speed broadband, and by building out middle-mile and last-mile infrastructure to underserviced areas. We also recognize that technologies can negatively affect student health, safety, and wellness. Both State and Federal governments must enhance social media safety and protect students from social media-related dangers including cyberbullying, hate speech, sexual harassment, and propaganda; and by implementing policies that allow schools to effectively manage the use of smart phones and social media on campus. We recognize that cyberattacks threaten our networks and will continue to work with state and federal authorities to protect our network assets, information, and community against increasingly sophisticated cyber criminals. Finally, we are attentive to both the opportunities and challenges inherent to the rise of Generative Artificial Intelligence (AI) and will be a voice for students as state guidelines, policies and regulations are developed.

Early Childhood Education

High-quality pre-Kindergarten and Transitional Kindergarten programs improve a child's social-emotional development and lead to stronger mathematics and literacy skills. Los Angeles Unified is committed to providing every student with a quality education and believes in laying the foundation early to prepare children for kindergarten and beyond. We will support policies that expand access to high-quality early learning for children ages 0-5, including, but not limited to, the implementation of the alternative reimbursement rate system, greater supports to increase the quality and preparation of the workforce, the creation of Kindergarten as a mandatory grade and the removal of administrative barriers that prevent eligible children from accessing the programs. The State must ensure that new or more stringent program requirements are funded before those requirements are implemented, and that districts are provided sufficient time and resources to implement any new requirements such as smaller class size ratios and increased teacher qualifications. We advocate for the reduction of overly rigid and inequitable penalties in programs that impede program quality by reducing funding for all students because of minor infractions.

English Learners and Language Acquisition

We will support policies that allow English Learners to acquire English fluency and reclassify as English proficient while maintaining their home language and graduating college- and career-ready with the California Seal of Biliteracy. We will seek to expand dual language education programming and offer world language classes that reflect the diversity of our district, and to provide multilingual pathways for all students to become bilingual and biliterate.

Federal Policies
With the support of our federal advocates, we will continue to monitor and advocate through the annual appropriations cycle for increased funding of Titles I-IV formula programs; federal grant programs such as the Magnet Schools Assistance (MSA) grant; and 21st Century program funds for after-school programs. In addition, we will actively advocate for full funding of the Individuals with Disabilities Education Act (IDEA); passage of federal legislation to fund schools' physical and digital infrastructure, including school greening projects; the repeal of the Government Pension Offset/Windfall Elimination Provision and increased funding to state and local education agencies under the McKinney-Vento Homeless Assistance Act.

We will support a permanent solution for undocumented youth and Temporary Protected Status (TPS) beneficiaries, and the end of immigration policies that impact learning and family stability. We will oppose efforts to create Federal laws, policies, or practices that require school districts to cooperate with Federal agencies and immigration personnel in any way related to immigration enforcement action.

We will advocate for additional funding to increase access to high-quality preschool programs for all 3- and 4-year-olds, including support for increased reimbursement rates, teacher preparation programs and facilities renovations. We will seek to increase connectivity funding to provide students and teachers with access to devices and internet services for off-campus use and support changes to the E-Rate program to use funds to strengthen IT security infrastructure. We will continue to support and explore programs, partnerships and legislation that combat homelessness and remove barriers to success for unhoused youth. We will continue to support efforts to promote common-sense gun reform. We will also advocate for federal recognition of the Gabrielino-Tongva and Fernandeño Tataviam tribes. In addition to these priorities, we will support federal legislation that is consistent with other policies and principles outlined in this document, as appropriate.

Post-Secondary Attainment and Success
College readiness curriculum, providing access to the financial aid application process, and concurrent enrollment at secondary school sites builds students' identity as college and career ready. Los Angeles Unified is committed to preparing all students for postsecondary success by supporting state policies that enable us to align innovative resources equitably and effectively in support of student needs. We will support policies that remove barriers to college access for all students, especially those from underrepresented communities.

School Facilities
With over 1,300 schools serving pre-kindergarten through Adult Education, Los Angeles Unified's aging and deteriorated school facilities require ongoing investments to provide safe, healthy, and functional places to learn for all students. We are still making up for decades of unmet capital needs, while new requirements and priorities emerge, and the backlog of unaddressed conditions continues to grow. Los Angeles Unified has $80 billion of identified unfunded school facility needs and over 60% of its school buildings are over 50 years old. We are committed to pursuing and supporting changes to state law that will maximize funding, address barriers to timely project execution, ensure efficient use of resources, and promote the District's climate goals including the transition to renewable energy. We support statewide investments in school facilities construction,

modernization, and greening projects, and will pursue actions that enable us to upgrade our solar power system to achieve 100 percent clean renewable energy by 2030.

School Personnel Pipeline
With the ongoing need to create a pipeline of credentialed math and science teachers, nurses, psychiatric social workers, librarians, administrators, and other certificated and classified positions, we will continue to advocate for programs that expand career ladders, both pre-service and in-service, and draw highly effective candidates into the field of education. These efforts include funding for teacher preparation programs, higher education collaboratives between districts and institutions of higher education, and research practice partnerships.

Special Education
Special education is significantly underfunded in California and across the nation. The share of District's General Fund contribution directed to special education is more than double the State or federal share. We believe the State and federal governments need to increase their investment levels to enhance equitable special education funding for pre-Kindergarten students with disabilities and students with moderate –to severe disabilities. We will continue to support federal funding efforts to match the initial principles of the IDEA to fund special education at the appropriate level. We support the principles of inclusiveness and inclusive terminology.

State Mandates
The passage of state legislation often results in new, unfunded mandates that local educational agencies pay out of the existing state funding received through the Local Control Funding Formula. With the passage of new legislation, the state legislature should prioritize the reimbursements of costly mandated activities that result in less discretionary funding for school sites and the classroom. The State must meet its obligations to reimburse school districts for prior mandate claims and should develop a clear and public process for the funding of future state-mandated activities – either through the constitutional claim process, or inclusion in the K-12 Mandate Block Grant Program.

Student Safety
Student safety is one of Los Angeles Unified's top priorities. The District takes a strong position against bullying, hazing, or any behavior that infringes on the safety or well-being of students, employees, or any other persons within the District's jurisdiction or interferes with learning or the ability to teach. We will collaborate with local authorities, including the City of Los Angeles, other local municipalities within the District's boundaries and the County of Los Angeles, to support safe passage to and from school for students, staff and families. We will advocate for full funding for crossing guards and traffic calming measures that reduce pedestrian-related incidents. As our nation faces an unprecedented threat to our youth in synthetic opioid overdose risk, we will support efforts at all levels of government to address this crisis. We will also advocate for new avenues to curtail the pervasive epidemic of gun violence through new legislative requirements, including, but not limited to, strengthening gun violence restraining orders, gun storage laws, restrictions of the sale of firearms and increased safety measures.

Supporting the Whole Child

Supporting the whole child is grounded on the principle that each student's potential for success is positively influenced by an environment that fosters the health, mental health, safety, engagement, support, and academic enrichment of that student. Students learn best when we recognize that academic achievement is not limited to experiences in the classroom. Accordingly, we will continue to advocate for whole-child well-being, including, but not limited to, expanding services for the health and wellness of students through Medi-Cal and other funding mechanisms, supporting ongoing funding for Community Schools, following up with engagement on statewide one-time funding sources. and supporting measures that combat homelessness in our community and remove barriers to success for homeless youth. We will continue expanding our network of medical, mental, and behavioral health services through internal and external providers. We will support policies and programs that affirm our LGBTQ+ students and oppose efforts that cause harm to their mental health, safety, and wellbeing. We will continue to expand access to sustainable funding for provision of school meals that meet federal and state nutritional standards and support measures that contribute access to affordable housing for students, families, and school employees.

Return to Order of Business

TAB 15

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-170-24/25, **Version:** 1

Proposition 39 Charter Facilities Compliance for the 2025-2026 School Year - Finding and Written Statements of Reasons Why Certain Charter Schools Cannot be Accommodated on a Single School Site, and Determination of Necessity to Move
January 14, 2025
Office of the Chief Strategy Officer
Charter Schools Division

Action Proposed:
Find and adopt, pursuant to California Education Code section 47614 and its implementing regulations ("Regulations"), a written statement of reasons why certain charter schools (as identified in the Attachments hereto) that submitted a Proposition 39 facilities request for the 2025-2026 school year cannot be accommodated on a single school site. Also determine it is necessary to move part of certain charter schools' operations to an additional school site.

Background:
With the passage of Proposition 39 in November 2000, California Education Code section 47614 ("Proposition 39") was amended with the intent that public school facilities should be shared fairly among all public-school pupils, including those in charter schools.

Proposition 39 requires that school districts make available to each charter school operating in the school district, facilities that will accommodate all of the charter school's in-district students. The facilities must be in conditions "reasonably equivalent" to those in which the students would be accommodated if they were attending other public schools of the district, and the school district may not move a charter school unnecessarily. For each legally sufficient facilities request submitted by a charter school to a school district, the Regulations require the school district to deliver to the charter school a preliminary proposal on or before February 1st, and a final offer on or before April 1st.

The Board of Education has authorized the Superintendent (and/or their designee(s)) to issue preliminary proposals and final offers of space to all charter schools that submitted legally sufficient facilities requests, for the specific school year at issue, in accordance with requirements and timelines of Proposition 39 and the Regulations. (Board Report No. 098 - 18/19, dated October 2, 2018.)

The District is prepared to make preliminary proposals and final offers of space at operating District school sites to all eligible charter school applicants. While most preliminary proposals and final offers will accommodate charter schools at a single school site, some will accommodate certain charter schools (identified in the Attachments hereto) at more than one school site.

Section 11969.2, subdivision (d) of the Regulations provides that if a school district's preliminary proposal or final offer of space does not accommodate a charter school at a single school site, the district's governing board must first: (i) make a finding that the charter school cannot be accommodated at a single site; and (ii) adopt a written statement of the reasons explaining the finding.

The charter schools identified in the Attachments hereto cannot be accommodated at a single site because of several factors, such as: the large number of seats identified in the charter school's facilities request, the lack of available classrooms on a single site in the specific area requested by the charter school, multiple charter schools' requests for facilities at the same school site or in the same area, and/or the charter school's request to be located at more than one school site. In addition to design capacity and geographical limitations, and consistent with the Proposition 39 Charter Schools Co-Location Policy (Board Report No. 200 - 23/24, dated March 19, 2024), the District gave substantial consideration to District and charter students' safety and welfare, including, but not limited to, the disproportionate harm to District students that would result from forcibly dislocating children from their neighborhood schools to make room for non-neighborhood charter students.

Each Attachment hereto includes the following, as mandated by Proposition 39 and the Regulations:

a) The process for staff's determination that a particular charter school cannot be accommodated on a single site. The process included, among other things, (1) a description of how the District determined available classroom inventory to meet a charter school's facilities request; (2) the rationale for making a multiple site offer; and (3) material considerations of student safety and welfare when balancing all available alternatives; and

b) A recommended finding that a certain charter school could not be accommodated at a single site and written statement of reasons explaining the finding, and a determination that it is necessary to move part of the charter school's operations to an additional school site (if applicable).

Expected Outcomes:
As mandated by Proposition 39 and the Regulations, the Board will make findings and adopt written statements of the reasons why certain charter schools (as identified in the Attachments hereto) that submitted Proposition 39 facilities requests cannot be accommodated at a single school site for the 2025-2026 school year. The Board will also determine it is necessary to move part of certain charter schools' operations to an additional school site.

Board Options and Consequences:
If "no" vote, the District will not be in compliance with section 11969.2, subdivision (d) of the Regulations requiring the Board to make findings and adopt written statements as to why certain charter schools (as identified in the Attachments hereto) will receive Proposition 39 preliminary proposals and/or final offers accommodating them at more than one school site. The Board will also not determine if it is necessary to move part of certain charter schools' operations to an additional school site.

If "yes" vote, the District will be in compliance with section 11969.2, subdivision (d) of the Regulations requiring the Board to make findings and adopt written statements as to why certain charter schools (as identified in the Attachments hereto) will receive Proposition 39 preliminary proposals and/or final offers accommodating them at more than one school site. The Board will also determine it is necessary to move part of certain charter schools' operations to an additional school site.

Policy Implications:
This action does not change District policies.

Budget Impact:
This finding has no budget impact.

Student Impact:
Pursuant to Proposition 39, public school facilities should be shared fairly among all public-school pupils, including those in charter schools. Through this proposed action, the Board is adhering to this mandate.

Equity Impact:
Not Applicable.

Issues and Analysis:
Pursuant to Proposition 39 and the Regulations, the District is required to make a preliminary proposal and final offer of space to each charter school that submitted a legally sufficient request for facilities. If a charter school cannot be accommodated at a single school site, the Board must first make a finding that the charter school cannot be accommodated at a single site and adopt a written statement of the reasons explaining the finding.

Attachments:
Documentation under the Appendix A & B listed below will be available for viewing at the following link: < <https://drive.google.com/drive/folders/1fuo78XI3HpJFIrp-E1d_s--M5hBC7PJ4?usp=drive_link>>

Appendix A: Index of Charter Schools

Appendix B: Attachment for Each Charter School that Cannot be Accommodated on a Single School Site. Each Attachment includes two tabs:
(a): Staff Report on the Deliberative Process for Determining Why the Charter School Cannot be Accommodated at a Single Site; and
(b): Board of Education Finding that the Charter School Could Not be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding, and Determination of Necessity to Move (if applicable)

Informatives:
Not applicable

Submitted:
12/13/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

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APPENDIX A

BOARD OF EDUCATION REPORT 170-24/25
January 14, 2025

INDEX OF CHARTER SCHOOLS
Proposition 39 Charter Facilities Compliance for the 2025-26 School Year
Findings and Written Statements of Reasons Why Certain Charter Schools Cannot be Accommodated on a Single School Site
(and Determination of Necessity to Move (if applicable))

The charter schools identified below will be accommodated at more than one school site. For each of these charter schools, Appendix B includes Attachments (a) and (b), as follows:

(a) Staff Report on Deliberative Process for Determining Why the Charter School Cannot be Accommodated at a Single Site;

(b) Board of Education Finding that the Charter School Cannot be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding (and Determination of Necessity to Move (if applicable))

ATTACHMENT	CHARTER SCHOOL NAME	DISTRICT SCHOOL SITES	REGION	BD
1	Ararat Charter School	Erwin Elementary	N	6
		Fair Avenue Elementary	N	6
		Kindergarten Learning Academy	N	3
2	Extera Public School	Breed Street Elementary	E	2
		2nd Street Elementary	E	2
3	Gabriella Charter School 2	Trinity Street Elementary	E	5
		West Vernon Avenue Elementary	E	5
4	ISANA Nascent Academy	42nd Street Elementary	S	1
		Barack Obama Global Preparatory Academy	S	1
5	ISANA Octavia Academy	Fletcher Drive Elementary	W	5
		Sonia Sotomayor Arts and Science Magnet	W	5

ATTACHMENT	CHARTER SCHOOL NAME	DISTRICT SCHOOL SITES	REGION	BD
6	ISANA Palmati Academy	Glenwood Elementary	N	6
		Roy Romer Middle School	N	6
7	Lashon Academy	Robert Fulton College Preparatory School	N	6
		Valerio Street Elementary	N	6
8	Stella High Charter Academy	Los Angeles Senior High	W	1
		George Washington Preparatory Senior High	S	1
9	WISH Community School	Orville Wright Engineering & Design Magnet	W	4
		Westchester Enriched Sciences Magnets	W	4

Appendix B:

Attachment for Each Charter School that Cannot be Accommodated on a Single School Site.

Documentation under Appendix B will be available for viewing at the following link:

https://drive.google.com/drive/folders/1fuo78XI3HpJFIrp-E1d_s--M5hBC7PJ4

Return to Order of Business

TAB 16

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-152-24/25, **Version:** 1

Denial of the Renewal Petition for Crete Academy [PUBLIC HEARING]
January 14, 2025
Charter Schools Division

Action Proposed:
Adopt the denial of the renewal petition for Crete Academy ("Charter School"), located in Board District 1 and Region South, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Crete Academy. The school's renewal petition includes a reduction in enrollment capacity from 363 to 355.

Background:
Crete Academy is a TK-6 school currently serving 283 students on two private facilities at 6103 Crenshaw Blvd., Los Angeles, CA 90043, and 1729 W. Martin Luther King Jr. Blvd., Los Angeles, CA 90062 in Board District 1 and Region South. Crete Academy was originally approved by the LAUSD Board of Education on November 15, 2016. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Crete Academy expires June 30, 2025.

On October 17, 2024, Crete Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through January 15, 2025.

An initial Public Hearing was held on December 10, 2024.

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

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

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

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

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

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

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

Grounds for Nonrenewal:

- Staff of the Charter Schools Division and the Office of the General Counsel reviewed the renewal charter petition application for Crete Academy 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 Crete Academy, based on review of the petition and supporting documentation, staff has determined, Charter School shall not renew as a Low performing charter school based on performance indicators and pursuant to the statutory renewal framework. (Ed. Code § 47607.2(a).) Additionally, Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code § 47605(c)(2).)

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

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of denial and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Crete Academy, Charter School would not be authorized to continue operating as a charter school under the authority of the Board. Charter School's current charter expires on June 30, 2025. 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. xxxx, 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 Crete Academy, 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, consistently with the Board's action and direction, for a two (2) year period beginning July 1, 2025. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised renewal charter petition that meets all LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and compliance with current Federal, State, District Required Language. This Board Report No. xxxx, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written factual findings for the approval of Charter School's renewal petition consistent with Education Code section 47607.2(a)(4).

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 LAUSD Special Education Local Planning Area (SELPA) Option 1. The District shall retain all state and federal special education funding allocated to the SELPA for Charter School students.

The District shall be responsible for providing all appropriate special education and related services in accordance with applicable state and federal laws for Charter School students as set forth in the applicable MOU. The parties understand and agree that Charter School has an equitable financial contribution obligation under section 47646 of the Education Code. Charter School's fair share contribution for special education is 25% of the District's general fund contribution rate per Average Daily Attendance (ADA) for the first fiscal year of the charter petition period which is paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources. This formula will increase by 5% for each fiscal year until the applicable percentage reaches 35%. For the remainder of Charter School's petition period, the rate will remain at 35% of the District's general fund contribution rate for each fiscal year. If Charter School is renewing its charter petition and has reached the 35% fair share contribution rate for special education, Charter School shall continue to contribute at the 35% rate for the full renewal period.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in an 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 approval, and therefore recommends denial of the renewal petition.

Equity Impact:
Not applicable

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Crete Academy Data Set
Attachment C - Findings of Fact in Support of Denial of the Renewal Charter Petition for Crete Academy

Budget and Petition will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1qNoyjCjrYTmc0TF7kgx7_1eppGjigssz?usp=drive_link>

Informatives:
Not applicable

Submitted:
12/10/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 152-24/25
January 14, 2025

School Name:	**Crete Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **January 15, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Crete Academy**		
Location Code:	**7550**		
Type of Site(s):	**(1) Private** **(2) Private**		
Site Address(es):	**(1) 6103 Crenshaw Blvd., Los Angeles, CA 90043** **(2) 1729 W. Martin Luther King Jr. Blvd., Los Angeles, CA 90062**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**TK-6**	Current Enrollment:	**283**
Grade Levels Authorized in Current Charter:	**TK-6**	Approved Enrollment in Current Charter:	**363 (see proposed change in "Action Proposed")**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	**Low Performing**		
STAFF RECOMMENDATION:	**Denial**		
PROPOSED BENCHMARKS:	**None**		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the renewal petition for Crete Academy ("Crete" or "Charter School"), located in Board District 1 and Region South, for a term of two (2) years, beginning July 1, 2025, until June 30, 2027, to serve up to 355 students in grades TK-6 in each year of the charter term. The school's renewal petition includes a reduction in enrollment capacity from 363 to 355.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

	Crete Academy
Initial Authorization:	On November 15, 2016, Crete Academy was authorized by the LAUSD Board of Education to serve 363 students in grades TK-6.
Most Recent Renewal	Not applicable
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Crete Academy submitted its renewal petition application on October 17, 2024. The 90-day statutory timeline for Board action on the petition runs through January 15, 2025.

	Crete Academy
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Crete Academy implements the LAUSD Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Crete Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 1.

B. Charter School Operator

Crete Academy is operated by Crete Academy, a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Crete Academy has been identified by the state as a Low performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable. The school did not attain measurable increases in academic achievement schoolwide and for numerically significant student groups. Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Crete Academy* for more details.

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.

Crete Academy Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Very Low	Very Low	High	Not available	Medium	Not available	Very Low
2022-2023	Orange	Red	No Performance Color	Not available	Green	Not available	Blue
2023-2024	Red	Red	No Performance Color	Not available	Red	Not available	Orange

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

c. English Language Arts Indicator

For the last three years in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and lower than the state for all numerically significant student groups.

Crete Academy - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-106.2**	**Low**	**-12.2**	**Lower**
Black or African American	Not Met	Very Low	-108.4	Low	-57.7	Lower
Latino	Met	Very Low	-110.1	Low	-38.6	Lower
Socioeconomically Disadvantaged	Met	Very Low	-106.3	Low	-41.4	Lower

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

Crete Academy - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-94.2**	**12.0**	**Orange**	**-13.6**	**Lower**
Black or African American	Met	Orange	-97.6	11.7	Orange	-59.6	Lower
Latino	Met	Orange	-88.6	21.4	Orange	-40.2	Lower
Socioeconomically Disadvantaged	Met	Orange	-95.8	10.5	Orange	-42.6	Lower

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

Crete Academy - 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**	**-102.6**	**-8.4**	**Orange**	**-13.2**	**Lower**
Black or African American	Met	Red	-104.0	-6.4	Orange	-58.9	Lower
Latino	Met	Red	-98.3	-9.7	Orange	-39.3	Lower
Socioeconomically Disadvantaged	Met	Red	-101.3	-5.5	Orange	-40.9	Lower
Homeless	Met	No Performance Color	-101.5	23.0	Red	-70.4	Lower

Data Sources: CA School Dashboard

d. Math Indicator

In 2022 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for two of three numerically significant student groups. In 2023 and 2024 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups.

Crete Academy - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-101.1**	**Low**	**-51.7**	**Lower**
Black or African American	Met	Very Low	-106.3	Very Low	-106.9	Higher
Latino	Met	Very Low	-95.8	Low	-83.4	Lower
Socioeconomically Disadvantaged	Met	Very Low	-100.0	Low	-84.0	Lower

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

Crete Academy - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Red**	**-107.9**	**-6.8**	**Orange**	**-49.1**	**Lower**
Black or African American	Met	Red	-113.1	-6.8	Red	-104.5	Lower
Latino	Met	Red	-96.1	-0.3	Orange	-80.8	Lower
Socioeconomically Disadvantaged	Met	Red	-110.2	-10.2	Yellow	-80.8	Lower

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

Crete Academy - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	**Red**	**-110.8**	**-2.9**	**Orange**	**--47.6**	**Lower**
Black or African American	Met	Red	-112.3	0.8	Red	-102.2	Lower
Latino	Met	Red	-106.8	-10.6	Orange	-79.2	Lower
Socioeconomically Disadvantaged	Met	Red	-109.4	0.8	Orange	-78.2	Lower
Homeless	Not Met	No Performance Color	-107.6	21.7	Red	-106.0	Lower

Data Sources: CA School Dashboard

e. <u>English Learner Progress Indicator</u>

There is no performance level on the ELPI due to the low number of English Learners.

Crete Academy - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Not Met	No Performance Level	57.1%	Medium	50.3%	Higher

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

Crete Academy - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Not Met	No Performance Color	33.3%	-23.8%	Yellow	48.7%	Lower

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

Crete Academy - 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	---	No Performance Color	65.0%	31.7%	Orange	45.7%	Higher

Data Sources: CA School Dashboard

--- As of the writing of this report, the 2024 Dashboard Participation Rate has not been publicly released

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022 and 2023, on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups. In 2024, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for two of five numerically significant student groups.

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 were all reported as "Not Met" in 2023 and "Met" in 2024.

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

l. Additional Information
Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Developing*
Concerns	For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Crete Academy* for more details.

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	*Developing*
2023-2024	*Unsatisfactory*
Concerns	In 2023-2024, Crete earned a rating of *Unsatisfactory* based on student academic performance on the CA School Dashboard Indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending.

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Developing*
Concerns	The rating of *Developing* in 2023-2024 was primarily due to audit findings reported in Crete Academy's 2022-2023 independent audit report. See further details in the VII Fiscal Management and Performance section below. Additionally, the CSD noted the school's consistently delayed responses and submissions of CSD requested oversight items, among other issues. Crete Academy provided its response and documentation that reported the steps they had taken and will continue to take to address the noted concerns. The CSD will continue to monitor these areas as part of its ongoing oversight in the current term.

VI. VERIFIED DATA

A charter school in the low performance category shall not be renewed. (Ed. Code, § 47607.2(a)(1).) However, a chartering authority may renew a low performing charter school only upon making written factual findings, among other findings, that there is clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes. (Ed. Code, § 47607.2(a)(4).)

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

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

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Crete Academy's fiscal condition is positive.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	$187,163	$756,821	$1,233,717	$313,468	$331,594
Net Income/Loss	$164,717	$569,658	$476,896	$(920,249)*	$18,126
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment**	191	200	204	301	329

*Per Crete Academy leadership, the net loss reported for Fiscal Year 2022-2023 was primarily due to the increase in student enrollment of approximately 97 (or 47%), which contributed to the increase in certificated and non-certificated personnel (and the related costs) that exceeded the state revenues received) as well as additional facilities costs for leasehold improvements incurred in Fiscal Year 2022-2023.

Crete Academy reported 283 Norm Enrollment for Fiscal Year 2024-2025). Crete Academy proposes to decrease its enrollment capacity to 355 for its renewal charter term. See Section **I. ACTION PROPOSED above. Please see additional information under "Other Significant Fiscal Information."

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

A significant financial statements-related deficiency and a state awards-related audit finding were disclosed in Crete Academy's 2022-2023 independent audit report, as outlined below:

(1) Financial Statements - Year-End Financial Closing Process
Crete Academy's auditor disclosed this finding as a significant deficiency and that there was "a delay in the year-end financial closing process that created the need for several adjustments recorded after reporting of the unaudited actuals for the 2022-2023 fiscal year," primarily related to the implementation of the new lease standard (FASB ASC 842). According to the audit report, Crete Academy responded, "There was a mid-year change in consultants for business services as well as a direct change in general ledger accounting software that created irregularities. Implementation of the new lease standard required additional time to work with a consultant." Crete Academy's corrective action plan includes working closely with its back office services provider to ensure the lease implementation requirement is met by the required timeline, having the lease implementation included in its financial system, and continuing to rely on its internal documentation and reporting of financial transactions, so should there be a back office services provider change and/or other needs, school staff would have proper documentation to use.

(2) State Awards - Attendance Reporting

Crete Academy's auditor disclosed that "the ADA reported on the P-2 and annual attendance reports did not agree to the underlying attendance data within the student information system utilized for attendance accounting." The audit report indicated that Crete Academy's underreported P-2 attendance resulted in a net fiscal impact due to the school of $54,190. According to the audit report, Crete Academy responded, "Attendance data was updated in the student information system and was not communicated to personnel responsible for attendance reporting." Crete Academy stated that it would reconcile all quarterly ADA submission reports before finalizing and submitting to LAUSD, and that it would also work with its auditors mid-year to review prior to attendance submissions for accuracy.

The CSD will continue to monitor these issues as part of the oversight process in the current charter term, including reviewing Crete Academy's 2023-2024 independent audit report for implementation of its corrective action plans.

c. Other Significant Fiscal Information

Crete Academy's student enrollment declined from 329 in Fiscal Year 2023-2024 to 283 in Fiscal Year 2024-2025 per the Norm Enrollment data for the respective years. Crete Academy projects 355 students for Fiscal Year 2024-2025 in the budget submitted with its renewal petition. This projection is overstated by 72 students or approximately 25%, compared to 283 students reported in Charter School's 2024-2025 Norm Enrollment. The school continues to project 355 students for its renewal charter term, covering Fiscal Years 2025-2026 and 2026-2027, representing a 25% increase from Fiscal Year 2024-2025. This raises concerns about the feasibility of the enrollment projections and, as a result, the soundness of the budget for the renewal charter term.

Crete Academy

Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
S	1	7550	Crete Academy	All Students	106	-106.2	Very Low	-12.2	Low	Lower	146	Orange	-94.2	12	Increased	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	0	--	--	63	Very High	--	0	--	--	--	--	Blue	61.8	-1.2	Maintained	--
				Black or African American	62	-108.4	Very Low	-57.7	Low	Lower	97	Orange	-97.6	11.7	Increased	Orange	-59.6	-2	Maintained	Lower
				English Learner	17	-124.1	No Performance Level	-61.2	Low	--	20	No Color	-95.8	28.3	Increased Significantly	Orange	-67.7	-6.5	Declined	--
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	15	-138.8	No Performance Level	-62.9	Low	--	20	No Color	-124.5	--	Increased Significantly	Orange	-67.9	-5	Declined	--
				Latino	44	-110.1	Very Low	-38.6	Low	Lower	48	Orange	-88.6	21.4	Increased Significantly	Orange	-40.2	-1.7	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	99	-106.3	Very Low	-41.4	Low	Lower	138	Orange	-95.8	10.5	Increased	Orange	-42.6	-1.2	Maintained	Lower
				Students with Disabilities	*	-	No Performance Level	-97.3	Very Low	--	13	No Color	-150.5	--	No Change Level	Red	-96.3	1.8	Maintained	--
				Two or More Races	*	-	No Performance Level	25.1	High	--	0	No Color	--	--	No Change Level	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	21.9	High	--	*	No Color	--	--	No Change Level	Green	20.8	-1.2	Maintained	--

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

ELA Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	96%	--	--	94%	100%	--	88%	88%	98%	--	96%	100%	100%	100%
Participation Rate Met 2022 *	Yes	--	--	No	Yes	--	No	No	Yes	--	Yes	Yes	Yes	Yes
Percent of students tested in 2023	99%	--	--	99%	100%	--	100%	96%	100%	--	99%	100%	100%	100%
Participation Rate Met 2023	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes

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

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

Data Sources: California School Dashboard Research data files 2023

Crete Academy

Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
S	1	7550	Crete Academy	All Students	110	-101.1	Very Low	-51.7	Low	Lower	146	Red	-107.9	-6.8	Declined	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	0	--	--	48.4	Very High	--	0	--	--	--	--	Blue	50.8	2.3	Maintained	--
				Black or African American	64	-106.3	Very Low	-106.9	Very Low	Higher	97	Red	-113.1	-6.8	Declined	Red	-104.5	2.6	Maintained	Lower
				English Learner	17	-115.4	No Performance Level	-92.0	Low	--	20	No Color	-100.6	14.8	Increased	Orange	-93.4	-1.4	Maintained	--
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	15	-107.2	No Performance Level	-101.8	Very Low	--	20	No Color	-129.4	-15.4	Declined Significantly	Red	-101.3	0.5	Maintained	--
				Latino	45	-95.8	Very Low	-83.4	Low	Lower	48	Red	-96.1	-0.3	Maintained	Orange	-80.8	2.6	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	102	-100.0	Very Low	-84.0	Low	Lower	138	Red	-110.2	-10.2	Declined	Yellow	-80.8	3.2	Increased	Lower
				Students with Disabilities	*	-	No Performance Level	-130.8	Very Low	--	13	No Color	-165.5	--	No Change Level	Orange	-127.3	5.5	Increased	--
				Two or More Races	*	-	No Performance Level	-9.9	Medium	--	*	No Color	--	--	No Change Level	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-13.4	Medium	--	*	No Color	--	--	No Change Level	Yellow	-11.1	2.3	Maintained	--

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

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%	--	--	99%	100%	--	100%	94%	100%	--	99%	100%	100%	100%
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	No	Yes	--	Yes	Yes	Yes	Yes
Percent of students tested in 2023	99%	--	--	99%	100%	--	100%	96%	100%	--	99%	100%	100%	100%
Participation Rate Met 2023	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files 2023

Crete Academy

English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 School			2022 State			2023 School					2023 State				
					Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
S	1	7550	Crete Academy	English Learner	14	57.1%	High	50.3%	Medium	--	21	No Color	33.3%	-23.8%	Declined Significantly	Yellow	48.7%	-1.6%	Maintained	--

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

ELPAC Participation

Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Participation Rate Met
2022	18	17	94.4%	No
2023	31	29	93.5%	No

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

2022 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
	Crete Academy	State
ELs Who Progressed at Least One ELPI Level	57.1%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	28.6%	31.4%
ELs Who Decreased at Least One ELPI Level	14.3%	18.3%

2023 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
	Crete Academy	State
ELs Who Progressed at Least One ELPI Level	35.0%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	55.0%	32.7%
ELs Who Decreased at Least One ELPI Level	10.0%	18.6%

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

Data Sources: California School Dashboard Research data files 2023

Crete Academy

Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

Chronic Absenteeism - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism
S	1	7550	Crete Academy	All Students	237	6.8%	Medium	30.0%	Very High	Lower	377	Green	4.5%	-2.2%	Declined	Yellow	24.3%	-5.7	Declined Significantly	Lower
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	*	--	No Performance Level	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	143	9.1%	Medium	42.9%	Very High	Lower	235	Green	6.8%	-2.3%	Declined	Yellow	36.4%	-6.5	Declined Significantly	Lower
				English Learner	20	0.0%	No Performance Level	33.6%	Very High	--	28	No Color	0.0%	0.0%	Maintained	Yellow	26.3%	-7.3	Declined Significantly	--
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	11	0.0%	No Performance Level	42.1%	Very High	--	15	No Color	0.0%	0.0%	Maintained	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	28	3.6%	No Performance Level	45.1%	Very High	--	74	No Color	2.7%	-0.9%	Declined	Yellow	38.7%	-6.4	Declined Significantly	Lower
				Latino	85	3.5%	Low	35.8%	Very High	Lower	130	Blue	0.8%	-2.8%	Declined	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	210	7.6%	Medium	37.4%	Very High	Lower	348	Green	4.9%	-2.7%	Declined	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	12	8.3%	No Performance Level	39.6%	Very High	--	30	No Color	0.0%	-8.3%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Lower
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	*	--	No Performance Level	21.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Crete Academy

Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
S	1	7550	Crete Academy	All Students	247	0.0%	Very Low	3.1%	Medium	Lower	389	Blue	0.0%	0.0%	Maintained	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	147	0.0%	Very Low	7.9%	High	Lower	241	Blue	0.0%	0.0%	Maintained	Red	8.8%	0.9%	Increased	Lower
				English Learner	20	0.0%	No Performance Level	3.2%	Medium	--	28	No Color	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	--
				Filipino	0	--	--	1.2%	Low	--	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--
				Foster Youth	12	0.0%	No Performance Level	12.4%	Very High	--	16	No Color	0.0%	0.0%	Maintained	Red	13.6%	1.2%	Increased	--
				Homeless Youth	28	0.0%	No Performance Level	5.5%	High	--	79	No Color	0.0%	0.0%	Maintained	Orange	6.5%	1.0%	Increased	Lower
				Latino	91	0.0%	Very Low	3.3%	Medium	Lower	132	Blue	0.0%	0.0%	Maintained	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	218	0.0%	Very Low	4.0%	Medium	Lower	360	Blue	0.0%	0.0%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	12	0.0%	No Performance Level	5.4%	High	--	32	No Color	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	11	No Color	0.0%	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Crete Academy

Enrollment Report

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

2023-2024 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	1	7550	Crete Academy	342	86.8%	2.0%	0.6%	0.0%	54.4%	7.3%	0.0%	2.6%	21.1%	30.4%	0.0%	0.0%	13.7%	87.7%	8.2%	0.6%	0.3%
			Statewide	5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
			Los Angeles Unified	529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	1	7550	Crete Academy	330	92.1%	3.6%	0.0%	0.0%	63.0%	7.3%	0.0%	3.3%	15.2%	35.5%	0.0%	0.0%	0.0%	92.7%	8.5%	0.9%	0.6%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

Crete Academy

RECLASSIFICATION RATES

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

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
S	1	7550	Crete Academy	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Langauge Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

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

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

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

Crete Academy

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

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

					2022-2023				2023-2024			
RG	BD	Loc Code	School	English Learners	School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
S	1	7550	Crete Academy	LTEL 6+ Years	0	0.0%	226,535	11.1%	0	0.0%	211,218	18.1%
				At-Risk 4-5 Years	7	18.9%	144,190	7.1%	5	13.9%	136,190	9.6%
				EL 0-3 Years	14	37.8%	505,487	24.8%	16	44.4%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	3	8.1%	236,323	11.6%	4	11.1%	207,773	10.4%
				EL total	24	64.9%	1,112,535	54.5%	25	69.4%	1,074,833	53.8%
				RFEP	13	35.1%	927,723	45.5%	11	30.6%	924,460	46.2%
				Total (Ever)	37	100.0%	2,040,258	100.0%	36	100.0%	1,999,293	100.0%

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

Crete Academy

Students with Disabilities Report

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

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	1	7550	Crete Academy	342	28	8.2%
			Statewide	5,837,690	799,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	1	7550	Crete Academy	330	28	8.5%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	1	7550	Crete Academy	89.7%	10.3%	3	0	0	0	0	0	0	0	7	0	7	12	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	1	7550	Crete Academy	92.9%	7.1%	1	0	0	1	0	0	0	0	6	0	10	10	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

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

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

Crete Academy

Crete Academy - 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**	**-102.6**	**-8.4**	**Orange**	**-13.2**	**Lower**
Black or African American	Met	Red	-104.0	-6.4	Orange	-58.9	Lower
Latino	Met	Red	-98.3	-9.7	Orange	-39.3	Lower
Homeless	Met	No Performance Color	-101.5	23.0	Red	-70.4	Lower
Socioeconomically Disadvantaged	Met	Red	-101.3	-5.5	Orange	-40.9	Lower

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

Crete Academy - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Red**	**--110.8**	**-10.6**	Orange	**-47.6**	**Lower**
Black or African American	Met	Red	-112.3	0.8	Red	-102.2	Lower
Latino	Met	Red	-106.8	-10.6	Orange	-79.2	Lower
Homeless	Not Met	No Performance Color	-107.6	21.7	Red	-106.0	Lower
Socioeconomically Disadvantaged	Met	Red	-109.4	0.8	Orange	-78.2	Lower

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

FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE RENEWAL CHARTER PETITION FOR CRETE ACADEMY BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT
January 14, 2025

I. INTRODUCTION

On October 17, 2024, Crete Academy (also referred to herein as, "Charter School" or "Petitioners") submitted a renewal petition application to the Los Angeles Unified School District ("LAUSD" or "District") seeking to serve up to 355 students in grades TK-6 for a two-year term (July 1, 2025 to June 30, 2027). (*See* Exhibit 1, Crete Academy Renewal Petition.) Charter School currently operates on two private sites: 6103 Crenshaw Blvd., Los Angeles, CA 90043, and 1729 W. Martin Luther King Jr. Blvd, Los Angeles, CA 90062, which are served by Board District 1 and Region South.

In accordance with the Charter Schools Act (Ed. Code § 47600 *et seq*.) and the adopted *LAUSD Policy and Procedures for Charter Schools* ("LAUSD policy" or "District policy"), LAUSD's Board of Education ("Board") has 90 days upon receipt of the renewal petition to either grant or deny the renewal petition unless an extension of an additional 30 days is mutually agreed upon by the parties. No later than 60 days the LAUSD Board must hold a 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 public hearing at which the Board will either grant or deny the charter, the petitioners have equivalent time and procedures to present evidence and testimony to respond to District staff recommendation and findings. The LAUSD Board must publish all staff recommendations, including the recommended findings regarding the renewal petition at least 15 days before the public hearing at which the LAUSD Board will either grant or deny the renewal petition.

Based on a comprehensive review of the renewal petition application and the record of performance of Crete Academy, 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 and 47607.2 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, and 47607.2. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1:

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

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

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 of Education 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.[1]

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.

[1] 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 must include in its application all evidence and data related to the charter school's performance on the California School Dashboard.

Low Performing Charter Schools

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

(1) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels; or

(2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

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

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

(2) The Board shall consider whether there is clear and convincing data, demonstrated by verified data[2], 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. (Ed. Code, §47607.2 (a)(4)).

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c). Effective January 1, 2021, pursuant to Education Code section 47607.2(c)(2), the State Board of Education adopted criteria to define verified data and identified an approved list of valid and reliable assessments.[3]

[2] "Verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (Ed. Code, § 47607.2(c)(2).)
[3] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

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.[4]

A Low performing charter school may only be renewed for a period of two years. (Ed. Code, § 47607.2(a)(6).)[5]

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 identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)[6]

III. FINDINGS OF FACT IN SUPPORT OF DENIAL

Based on a comprehensive review of the Crete Academy renewal petition application and Charter School's record of academic performance, District staff recommends that the LAUSD Board deny

[4] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp
[5] Id., pp. 34-35.
[6] Id., pp. 37-38.

the renewal petition and adopt these *Findings of Fact In Support of Denial of the Renewal Charter Petition for Crete Academy* based on the following ground(s):

- Charter School shall not renew as a Low performing charter school based on performance indicators and pursuant to the statutory renewal framework. (Ed. Code § 47607.2(a).) (Criterion 2)

- Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code § 47605(c)(2).) (Criterion 1)

A. <u>Crete Academy shall not renew as a Low performing charter school. (Ed. Code § 47607.2(a).) (Criterion 2)</u>

Charter School has been identified by the California Department of Education (CDE) as a "Low performing" charter school.[7] As outlined in the findings of fact in this Report, and the Exhibits attached, which are hereby incorporated into this finding by this reference, for the two applicable measurements of academic performance[8] - English Language Arts (ELA) and Math, Charter School demonstrated performance levels for All Students and for all numerically significant student groups that are lower than the state average.

Further, the District has determined that Charter School has not taken meaningful steps to address the underlying causes of low performance; and, there is no clear and convincing evidence, demonstrated by verified data, that the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each school year; or, strong postsecondary outcomes equal to similar peers. (Ed. Code, §47607.2(a)(4).)

1. Academic Performance Analysis

As context, the state utilizes the colors received on all state indicators to determine the performance classification for charter schools on the state's California School Dashboard. Staff's recommendation for non-renewal has considered the schoolwide performance and performance of numerically significant student groups served by Charter School on the state and local indicators. Charter School did not attain measurable increases in academic achievement schoolwide and for the majority of the numerically significant student groups based on the California School Dashboard.

In addition to the state and local indicators, the recommendation considered whether there was clear and convincing evidence showing Charter School demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in the school, and strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (if applicable).

[7] The list of charter schools and their respective performance categories, as determined by the criteria outlined in AB 1505, published by CDE's Charter Schools Division is available at https://www.cde.ca.gov/sp/ch/csperformcategory.asp.
[8] The English Learner Progress Indicator was not numerically significant and the College and Career Indicator is not applicable to the grade levels served by the charter school.

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

Pursuant to the requirements of Education Code section 47607.2, upon determining that the charter school shall not renew based upon being identified as Low performing by the state based on Criterion 2, the District may renew the petition **only** upon making **both** of the following written factual findings:

(A) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the Charter School; **and**

(B) There is clear and convincing evidence, demonstrated by verified data, showing either:

(i) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or

(ii) Strong postsecondary outcomes equal to similar peers. *[Not applicable to Charter School]*

For reasons, including those outlined below, the District is unable to make the factual findings to meet both of the above requirements to recommend renewal of Charter School's petition.

a. Charter School's Written Plan Does Not Address Underlying Cause(s) of Low Performance

Charter School submitted an "Action Plan" to the District that was approved by the Crete Academy Governing Board at its meeting on October 10, 2024. Charter School's Action Plan ("Plan") is a table that lists various items under headings of "Action, Responsible Party, Training/Professional Development, Assessment Tool, Timeline, and Evidence," and does not include meaningful steps Charter School is taking regarding improved student performance. Nor does the Plan identify or address the underlying cause(s) of Charter School's low performance. Rather, the table lists 29 "Action" items correlated to the CSD's Annual Performance-Based Oversight report with the majority being related to compliance in Governance. The CSD's Annual Performance-Based Oversight report's purpose is satisfy the annual legal requirement to evaluate the standard operation of charter schools. The CSD's annual report structure is not designed or intended to demonstrate the "meaningful steps" a charter school is taking to "address the underlying causes of low performance." Therefore, actions in Crete Academy's plan, such as, "Academic Committee holds agendized meetings and analyzes data and instructional practices," these actions simply demonstrate typical systems and operational practices of charter schools in general. (*See* Exhibit 2, Crete Academy Action Plan.)

b. Charter School's Verified Data Does Not Provide Clear and Convincing Evidence of Measurable Increases in Academic Achievement.

In addition to considering whether Charter School is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of Charter School, the District must also consider whether Charter School has provided 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.

The verified data provided by Charter School does not provide clear and convincing evidence showing Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

The District's review of the documentation provided by Crete Academy as verified data found the following:

- All of the STAR Growth Reports were generated on the same day at around the same time, October 30, 2024, between 4:12 p.m.–5:10 p.m. According to the publisher, STAR Renaissance, assessment data does not roll-over from year to year and the publisher shared that it resets annually every year around June 30. Therefore, the 2021-2022 STAR Growth Reports should have been generated by or before June 30, 2022. The same rule would apply to the 2022-2023 and 2023-2024 STAR Growth Reports.

  By not generating the reports within the requisite timeline, Charter School's verified data only provides performance data in Reading and Math for the 283 currently enrolled students for all three years, and not the students that were actually assessed in each year. This makes Crete Academy's verified data incomplete. Additionally, data provided by Crete Academy as part of its verified data submission includes an assessment, STAR Early Literacy, that has not been adopted by the State Board of Education as verified data. Crete Academy included Fall to Spring STAR Early Literacy data for 2021-2022, 2022-2023, and 2023-2024 reports.

- The data submitted by Crete Academy as verified data did not contain the information necessary to make a determination of academic performance. The reports provided either did not meet participation rates or were unable to calculate the rates based on missing information.

Therefore, the evidence provided was not clear and convincing, nor did it show that the charter school achieved measurable increase in academic achievement. (*See* Exhibit 3, Crete Academy Verified Data.)

B. <u>Charter School is demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code § 47605(c)(2).) (Criterion 1)</u>

The District also assessed the past performance of Charter School as indicators of likely future performance. As stated in the LAUSD policy, the LAUSD Board of Education will assess the extent to which Charter School governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so based on evidence of past performance.[9]

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

1. Crete Academy has failed to effectively monitor and address academic achievement progress over the course of the charter term.

- The CDE has identified Crete Academy as a Low performing charter school under Criterion 2.
  - Status is the same, or below, the statewide average for "All Students,"
  - At least two student groups have academic performance measures, and
  - A majority of its student groups, who historically perform below the statewide average, have "Status" scores below the statewide average on the academic indicators.

- In the previous seven years, Crete Academy's Annual Performance-Based Oversight Visit reports show Charter School did not earn a rating higher than 2 *(Developing)* in Student Achievement and Educational Performance and earned a rating of 1 *(Unsatisfactory)* in 2023-2024.

School Year	Student Achievement and Educational Performance
2017-2018	No Rating (first year of operation)
2018-2019	No Rating (school failed administer CAASPP)
2019-2020	2
2020-2021	2
2021-2022	No Rating (State testing not required)
2022-2023	2
2023-2024	1

[9] See LAUSD policy, pp. 28-29.

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

For additional context, pursuant to applicable legal and District policy requirements, CSD's ongoing oversight assesses a school's performance and utilizes a tiered intervention model when necessary to address and respond to concerns or challenges related to a charter school's governance, programs, operations, organization, and fiscal management. Accordingly, the District has utilized its tiered intervention model to address and respond to concerns or issues that have occurred during Crete Academy's charter term. Below are examples of the tiered intervention ("Notices") that the District has issued Crete Academy to ask the charter school to provide additional information or documents to further assess a concern(s), or request that the charter school take required corrective measures to cure specified actions by the charter school. There are concerns with the ongoing operations as noted in the following list of Notices as part of ongoing oversight. This record raises concerns.

- Communications to Charter School regarding ongoing areas of non-compliance include:
    - 3/16/2018 Notice of Concern re: Schoolwide Suspension Rate and Disproportionality of Student Group Suspensions
    - 6/5/2018 Notice of Concern re: Governance Structure and Due Process
    - 6/29/2018 Notice to Cure re: Failure to Administer CAASPP Summative Assessments Schoolwide
    - 10/12/2018 Notice to Cure re: Schoolwide Suspension Rate
    - 5/22/2019 Notice to Cure re: The Hiring of Crete Academy's Governing Board President's Spouse as the School's Director of Wellness
    - 6/12/2019 Notice to Cure re: Teacher Credentialing and Brown Act Non-Compliance
    - 3/1/2021 Notice of Concern re: Application Programming Interface (API) for MiSiS
    - 9/5/2023 Notice of Concern re: Crete Academy Offering Currently Unauthorized Grade Levels
    - 10/4/2023 Uniform Complaint (UCP) re: Inappropriate Charging of Pupil Fees
    - 10/4/2023 Notice to Cure re: Inappropriate Charging of Pupil Fees for Summer School and Late Pickups)
    - 10/6/2023 Notice of Concern re: Brown Act Compliance
    - 2/21/2024 Notice to Cure Follow Up re: Inappropriate Charging of Pupil Fees and UCP process
    - 6/27/2024 Notice of Concern re: Fiscal Operations (e.g., employee tuition and student loan reimbursements, and its consistently delayed responses and submissions of CSD requested oversight items)
    - 8/27/2024 Notice to Cure Follow Up re: Fiscal Operations with the same concerns above

In response to the Notices, as well as follow-up communications from the CSD, Charter School provided information to share their remediations, and the CSD continues to monitor the school through oversight. (*See* Exhibit 4, Crete Academy Tiered Intervention Notices.)

IV. RECOMMENDATION

Based on the foregoing, District staff recommends that the Board of Education deny the Crete Academy renewal petition. The recommendation for denial is based upon on findings that Charter School does not qualify for renewal as a Low performing charter school based on performance indicators. Further, as demonstrated by Charter School's low academic performance and findings related to other performance indicators, Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition.

Since Charter School has been designated as Low performing, the Board shall not renew the charter unless it makes both written factual findings identified in Education Code section 47607.2 (a)(4). Since Charter School's application was insufficient to merit additional written factual findings for renewal, the District is unable to make the factual findings needed to meet both of the requirements to recommend renewal of the Charter School's petition, it is recommended that the Board adopt these *Findings of Fact in Support of Denial of the Renewal Charter Petition for Crete Academy* as the Board's written findings of fact in support of the denial.

Exhibits available for perusal at the following link:
https://drive.google.com/drive/folders/1Wm5K9CHiXWPxKaaB_sEltd-jwBzta1cr?usp=sharing

Return to Order of Business

TAB 17

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-153-24/25, **Version:** 1

Denial of the Renewal Petition for Ivy Bound Academy of Math, Science and Technology Charter Middle [PUBLIC HEARING]
January 14, 2025
Charter Schools Division

Action Proposed:
Adopt the denial of the renewal charter petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle ("Charter School"), located in Board District 3 and Region North, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle. The school is requesting to decrease its current enrollment capacity from 240 to 180 students.

Background:
Ivy Bound Academy of Math, Science, and Technology Charter Middle is a 5-8 school currently serving 86 students on a private facility at 15355 Morrison Street, Sherman Oaks, CA, 91403 in Board District 3 and Region North. Ivy Bound Academy of Math, Science, and Technology Charter Middle was originally approved by the LAUSD Board of Education on June 12, 2007. On January 10, 2017, the charter school was renewed for a five-year term to serve 240 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ivy Bound Academy of Math, Science, and Technology Charter Middle expires June 30, 2025.

On October 16, 2024, Ivy Bound Academy of Math, Science, and Technology 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 January 14, 2025.

An initial Public Hearing was held on December 10, 2024.

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

Due Diligence:
Current Ivy Bound Academy of Math, Science, and Technology Charter Middle governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A due diligence review of the charter school and its governing organization, school leader, and financial manager, was performed by the Office of the Inspector General.

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

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

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

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

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

Grounds for Nonrenewal:
Staff of the Charter Schools Division and the Office of the General Counsel reviewed the renewal charter petition application for Ivy Bound Academy of Math, Science, and Technology 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 Ivy Bound Academy of Math, Science, and Technology Charter Middle, based on review of the petition and supporting documentation, staff has determined that petitioners are unlikely to successfully implement the program set forth in the petition and that the charter school has not attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school.

Expected Outcomes:
Denial will prevent the Charter School from continuing its operations as a charter school under the terms of the renewal petition.

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 Ivy Bound Academy of Math, Science, and Technology Charter

Middle, Charter School would not be authorized to continue operating as a charter school under the terms of the renewal petition. Charter School's current charter expires on June 30, 2025. 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. 153, 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 Ivy Bound Academy of Math, Science, and Technology 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, 2025. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised renewal charter petition that meets all LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and compliance with 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 an 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 approval_and therefore recommends denial of the renewal petition.

Equity Impact:
Not applicable

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Ivy Bound Academy of Math, Science, and Technology Charter Middle Data Set
Attachment C - Ivy Bound Academy of Math, Science, and Technology Charter Middle RSM Data
Attachment D - Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle

Budget and Petition will be available prior to the board meeting at the following link:
https://drive.google.com/drive/folders/1kKHuCupqNDZubzUDa0Hv8fqQYSyZwLD1?usp=drive_link

Informatives:
Not applicable

Submitted:
12/13/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 153-24/25
January 14, 2025

School Name:	**Ivy Bound Academy of Math, Science, and Technology Charter Middle**		BOARD IS REQUIRED TO TAKE ACTION BY: **January 14, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Ivy Bound Academy Charter Schools**		
Location Code:	**8121**		
Type of Site(s):	**Private**		
Site Address(es):	**15355 Morrison Street, Sherman Oaks, CA 91403**		
Board District(s):	**3**	Region(s):	**North**
Grade Levels Served:	**5-8**	Current Enrollment:	**86**
Grade Levels Authorized in Current Charter:	**5-8**	Approved Enrollment in Current Charter:	**240 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Denial**		
PROPOSED BENCHMARKS:	**Not applicable**		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the renewal petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle ("Ivy Bound" or "Charter School"), located in Board District 3 and Region North, to serve up to 180 students in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 240 to 180 students.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology 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 Ivy Bound Academy of Math, Science, and Technology 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

	Ivy Bound Academy of Math, Science, and Technology Charter Middle
Initial Authorization:	On June 12, 2007, Ivy Bound was authorized by the LAUSD Board of Education to serve 240 students in grades 5-8.

	Ivy Bound Academy of Math, Science, and Technology Charter Middle
Most Recent Renewal	The charter was renewed on January 10, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 240 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ivy Bound expires June 30, 2025.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on June 21, 2022, to add an admissions preference.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Ivy Bound submitted its renewal petition application on October 16, 2024. The 90-day statutory timeline for Board action on the petition runs through January 14, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Ivy Bound implements the LAUSD Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Ivy Bound participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Ivy Bound is operated by Ivy Bound Academy Charter School, a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Ivy Bound has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable. The school did not attain measurable increases in academic achievement schoolwide and for numerically significant student groups based on the California School Dashboard. The charter school provided one year of verified data; however, the verified data was not clear and convincing. Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle* for more details.

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.

Ivy Bound Academy of Math, Science, and Technology Charter Middle Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	No Performance Level	Not applicable	Very Low	Not applicable	Very Low
2022-2023	Orange	Orange	No Performance Color	Not applicable	Red	Not applicable	Blue
2023-2024	Red	Orange	No Performance Color	Not applicable	Red	Not applicable	Blue

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

c. English Language Arts Indicator

For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle.*

d. Math Indicator

For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle.*

e. English Learner Progress Indicator

There is no performance level on the ELPI due to the low number of English Learners.

Ivy Bound Academy of Math, Science, and Technology 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	No Performance Level	66.7%	Medium	50.3%	Higher

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

Ivy Bound Academy of Math, Science, and Technology 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	No Performance Color	61.5%	-5.1%	Yellow	48.7%	Higher

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

Ivy Bound Academy of Math, Science, and Technology 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	---	No Performance Color	35.0%	-26.5%	Orange	45.7%	Lower

Data Sources: CA School Dashboard
--- As of the writing of this report, the 2024 Dashboard Participation Rate has not been publicly released

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for two of three numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and 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 2024.

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

l. Additional Information
Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Proficient*
Concerns	No unresolved issues pending.

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Developing*
Concerns	In 2023-2024, the rating of *Developing* was due to student academic performance in the CA School Dashboard Indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending.

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

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

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

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

For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle.*

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle.*

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Ivy Bound Academy of Math, Science, and Technology Charter Middle's fiscal condition has been positive since the 2019-2020 fiscal year.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	$1,799,579	$1,913,404	$1,916,004	$3,106,968	$2,453,074
Net Income/Loss	$65,244	$113,825	$2,600	($568,340)[1]	($657,348)[2]
Transfers In/Out	$0	$0	$0	$1,759,304[3]	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$3,454
Norm Enrollment[4]	181	168	161	137	127

[1] According to Ivy Bound Academy of Math, Science, and Technology Charter Middle, the net loss of ($568,340) in Fiscal Year 2022-2023 was primarily due to the decrease in enrollment and slight increase in staff Full-Time Equivalent (FTE) due to Ivy Bound Academy of Math, Science, & Technology Charter Middle (Sherman Oaks) absorbing some of the staff from the closure of Ivy Bound Academy Math, Science, and Technology Charter Middle 2 (Ivy Bound 2) (Northridge). Additionally, Ivy Bound Academy Charter School Board addressed some deferred maintenance. The net loss can also be attributed to Ivy Bound absorbing approximately $140,000 net loss incurred by Ivy Bound 2 from the disposal of fixed assets and the rent/lease settlement at Ivy Bound 2.

[2] The projected net loss of ($657,348) for Fiscal Year 2023-2024, as reflected in the Unaudited Actuals, was primarily due to decreased enrollment and ongoing efforts to address deferred maintenance. Additionally, Ivy Bound Academy Charter School reported increasing teacher and staff salaries to retain and attract qualified employees.

[3] Ivy Bound Academy Charter School initially operated two charter schools, Ivy Bound and Ivy Bound 2. The $1,759,304 Net Asset "transfer in" for Fiscal Year 2022-2023 reflects the transfer of the remaining net assets from Ivy Bound 2, that was self-closed effective as of June 30, 2022, due to low enrollment.

[4] Ivy Bound proposes to decrease its enrollment capacity to 180 for its renewal charter term. See Section **I. ACTION PROPOSED** above. Please see additional information under "Other Significant Fiscal Information."

b. 2022-2023 Independent Audit Report

Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported

Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information

Enrollment at Ivy Bound Academy of Math, Science, and Technology Charter Middle has been steadily declining for the last decade and reported a total enrollment of only 86 students for Fiscal Year 2024-2025. As noted above, the school cited declining enrollment as a contributing factor to the recent reported net losses of ($568,340) and ($657,348) for Fiscal Years 2022-2023 and 2023-2024, respectively. Though the school has reported positive net assets over the most current four audited years, its declines in academic performance raise concerns about Charter School's ability to successfully implement the educational program. The low enrollment may lead to potential depletion of Charter School's funds, resulting in negative net assets should the trend continue. For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle*.

Ivy Bound Academy of Math, Science, and Technology Charter Middle

Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	All Students	147	-12.3	Low	-12.2	Low	Lower	124	Orange	-59.8	-47.6	Declined Significantly	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	*	-	No Performance Level	63	Very High	--	*	No Color	--	--	No Change Level	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2	Maintained	--
				English Learner	23	-57.4	No Performance Level	-61.2	Low	--	19	No Color	-95.6	-38.1	Declined Significantly	Orange	-67.7	-6.5	Declined	--
				Filipino	*	-	No Performance Level	42.9	High	--	*	No Color	--	--	No Change Level	Green	44	1.1	Maintained	--
				Foster Youth	0	--	--	-85.6	Very Low	--	0	--	--	--	--	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	0	--	--	-62.9	Low	--	0	--	--	--	--	Orange	-67.9	-5	Declined	--
				Latino	39	-41.0	Low	-38.6	Low	Lower	26	No Color	-100.6	-59.6	Declined Significantly	Orange	-40.2	-1.7	Maintained	--
				Native Hawaiian or Pacific Islander	*	-	No Performance Level	-29.1	Low	--	*	No Color	--	--	No Change Level	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	73	-25.1	Low	-41.4	Low	Higher	66	Red	-71.7	-46.6	Declined Significantly	Orange	-42.6	-1.2	Maintained	Lower
				Students with Disabilities	14	-74.1	No Performance Level	-97.3	Very Low	--	11	No Color	-150.7	-72.6	Declined Significantly	Red	-96.3	1.8	Maintained	--
				Two or More Races	*	-	No Performance Level	25.1	High	--	*	No Color	--	--	No Change Level	Green	24.3	-0.8	Maintained	--
				White	88	-2.6	Medium	21.9	High	Lower	78	Orange	-40.5	-38	Declined Significantly	Green	20.8	-1.2	Maintained	Lower

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

ELA Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	97%	--	100%	78%	100%	100%	--	--	95%	100%	95%	93%	100%	99%
Participation Rate Met 2022 *	Yes	--	Yes	No	Yes	Yes	--	--	Yes	Yes	Yes	No	Yes	Yes
Percent of students tested in 2023	98%	--	100%	100%	100%	100%	--	--	94%	100%	97%	91%	100%	99%
Participation Rate Met 2023	Yes	--	Yes	Yes	Yes	Yes	--	--	No	Yes	Yes	No	Yes	Yes

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

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

Data Sources: California School Dashboard Research data files 2023

Ivy Bound Academy of Math, Science, and Technology Charter Middle

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.
Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	All Students	147	-37.1	Low	-51.7	Low	Higher	124	Orange	-80.1	-43.0	Declined Significantly	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	*	-	No Performance Level	48.4	Very High	--	*	No Color	--	--	No Change Level	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	23	-85.6	No Performance Level	-92.0	Low	--	19	No Color	-114.3	-28.7	Declined Significantly	Orange	-93.4	-1.4	Maintained	--
				Filipino	*	-	No Performance Level	2.7	High	--	*	No Color	--	--	No Change Level	Green	7.4	4.8	Increased	--
				Foster Youth	0	--	--	-126.3	Very Low	--	0	--	--	--	--	Red	-127.4	1.4	Maintained	--
				Homeless Youth	0	--	--	-101.8	Very Low	--	0	--	--	--	--	Red	-101.3	0.5	Maintained	--
				Latino	39	-84.1	Low	-83.4	Low	Lower	26	No Color	-96.2	-12.2	Declined	Orange	-80.8	2.6	Maintained	--
				Native Hawaiian or Pacific Islander	*	-	No Performance Level	-71.3	Low	--	*	No Color	--	--	No Change Level	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	73	-61.8	Low	-84.0	Low	Higher	66	Orange	-94.3	-32.5	Declined Significantly	Yellow	-80.8	3.2	Increased	Lower
				Students with Disabilities	14	-129.9	No Performance Level	-130.8	Very Low	--	11	No Color	-167.0	-29.8	Declined Significantly	Orange	-127.3	5.5	Increased	--
				Two or More Races	*	-	No Performance Level	-9.9	Medium	--	*	No Color	--	--	No Change Level	Yellow	-7.4	2.5	Maintained	--
				White	88	-23.9	Medium	-13.4	Medium	Lower	78	Orange	-74.0	-50.1	Declined Significantly	Yellow	-11.1	2.3	Maintained	Lower

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

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	97%	--	100%	78%	100%	100%	--	--	95%	100%	95%	93%	100%	99%
Participation Rate Met 2022 *	Yes	--	Yes	No	Yes	Yes	--	--	Yes	Yes	Yes	No	Yes	Yes
Percent of students tested in 2023	99%	--	100%	100%	100%	100%	--	--	94%	100%	99%	91%	100%	100%
Participation Rate Met 2023	Yes	--	Yes	Yes	Yes	Yes	--	--	No	Yes	Yes	No	Yes	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files 2023

Ivy Bound Academy of Math, Science, and Technology Charter Middle

English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator - CA School Dashboard Indicator

					2022 School			2022 State			2023 School					2023 State				
RG	BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	English Learner	12	66.7%	Very High	50.3%	Medium	--	13	No Color	61.5%	-5.1%	Declined	Yellow	48.7%	-1.6%	Maintained	--

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

ELPAC Participation

Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation Rate Met
2022	13	13	100.0%	Yes
2023	20	20	100.0%	Yes

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

2022 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
Ivy Bound Academy of Math, Science, and Technology Charter Middle		State
ELs Who Progressed at Least One ELPI Level	66.7%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	0%	31.4%
ELs Who Decreased at Least One ELPI Level	33.3%	18.3%

2023 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
Ivy Bound Academy of Math, Science, and Technology Charter Middle		State
ELs Who Progressed at Least One ELPI Level	61.5%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	15.4%	32.7%
ELs Who Decreased at Least One ELPI Level	23.1%	18.6%

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

Data Sources: California School Dashboard Research data files 2023

Ivy Bound Academy of Math, Science, and Technology Charter Middle

Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

Chronic Absenteeism - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	All Students	188	0.0%	Very Low	30.0%	Very High	Lower	148	Red	27.0%	27.0%	Increased	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	*	--	No Performance Level	11.5%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	10.1%	-1.4	Declined	--
				Black or African American	12	0.0%	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	13	0.0%	No Performance Level	33.6%	Very High	--	20	No Color	30.0%	30.0%	Increased	Yellow	26.3%	-7.3	Declined Significantly	--
				Filipino	*	--	No Performance Level	16.2%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	0	--	--	42.1%	Very High	--	0	--	--	--	--	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	0	--	--	45.1%	Very High	--	0	--	--	--	--	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	41	0.0%	Very Low	35.8%	Very High	Lower	32	Red	34.4%	34.4%	Increased	Yellow	28.4%	-7.4	Declined Significantly	Higher
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	43.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	93	0.0%	Very Low	37.4%	Very High	Lower	84	Red	26.2%	26.2%	Increased	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	16	0.0%	No Performance Level	39.6%	Very High	--	13	No Color	46.2%	46.2%	Increased	Yellow	33.1%	-6.5	Declined Significantly	--
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	117	0.0%	Very High	21.9%	Very High	Lower	93	Red	25.8%	25.8%	Increased	Yellow	18.5%	-3.5	Declined Significantly	Higher

Data Sources: California School Dashboard Research data files 2023

Ivy Bound Academy of Math, Science, and Technology Charter Middle

Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	All Students	195	0.0%	Very Low	3.1%	Medium	Lower	156	Blue	0.0%	0.0%	Maintained	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--	*	No Color	--	--	No Change Level	Green	1.1%	0.2%	Maintained	--
				Black or African American	12	0.0%	No Performance Level	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	16	0.0%	No Performance Level	3.2%	Medium	--	20	No Color	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	--
				Filipino	*	--	No Performance Level	1.2%	Low	--	*	No Color	--	--	No Change Level	Green	1.3%	0.1%	Maintained	--
				Foster Youth	0	--	--	12.4%	Very High	--	0	--	--	--	--	Red	13.6%	1.2%	Increased	--
				Homeless Youth	0	--	--	5.5%	High	--	0	--	--	--	--	Orange	6.5%	1.0%	Increased	--
				Latino	44	0.0%	Very Low	3.3%	Medium	Lower	33	Blue	0.0%	0.0%	Maintained	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	4.5%	Medium	--	*	No Color	--	--	No Change Level	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	94	0.0%	Very Low	4.0%	Medium	Lower	86	Blue	0.0%	0.0%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	16	0.0%	No Performance Level	5.4%	High	--	13	No Color	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	--
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	121	0.0%	Very Low	2.6%	Medium	Lower	100	Blue	0.0%	0.0%	Maintained	Yellow	2.9%	0.2%	Maintained	Lower

Data Sources: California School Dashboard Research data files 2023

Ivy Bound Academy of Math, Science, and Technology Charter Middle

Enrollment Report

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

2023-2024 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	133	74.4%	3.0%	0.0%	1.5%	2.3%	19.5%	0.0%	1.5%	0.0%	40.6%	0.0%	0.0%	3.0%	75.2%	9.0%	1.5%	51.1%
			Statewide	5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
			Los Angeles Unified	529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	139	49.6%	4.3%	0.0%	2.9%	5.0%	10.1%	0.7%	0.0%	0.0%	20.1%	0.0%	0.7%	4.3%	49.6%	8.6%	2.9%	63.3%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

Ivy Bound Academy of Math, Science, and Technology Charter Middle

RECLASSIFICATION RATES

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

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Langauge Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

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

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

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

Ivy Bound Academy of Math, Science, and Technology Charter Middle

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

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

					2022-2023				2023-2024			
RG	BD	Loc Code	School	English Learners	School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	LTEL 6+ Years	4	8.2%	226,535	11.1%	7	9.1%	211,218	18.1%
				At-Risk 4-5 Years	3	6.1%	144,190	7.1%	1	1.3%	136,190	9.6%
				EL 0-3 Years	3	6.1%	505,487	24.8%	9	11.7%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	4	8.2%	236,323	11.6%	9	11.7%	207,773	10.4%
				EL total	14	28.6%	1,112,535	54.5%	26	33.8%	1,074,833	53.8%
				RFEP	35	71.4%	927,723	45.5%	51	66.2%	924,460	46.2%
				Total (Ever)	49	100.0%	2,040,258	100.0%	77	100.0%	1,999,293	100.0%

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

Ivy Bound Academy of Math, Science, and Technology Charter Middle

Students with Disabilities Report

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

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	133	12	9.0%
			Statewide	5,837,690	799,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	139	12	8.6%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	66.7%	33.3%	2	0	0	1	0	1	0	0	1	0	5	2	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	66.7%	33.3%	3	0	0	0	0	1	0	0	2	0	5	1	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

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

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

Ivy Bound Academy of Math Science & Technology

Ivy Bound Academy of Math Science & Technology - 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**	**-91.4**	**-31.5**	**Orange**	**-13.2**	**Lower**
English Learner	Met	No Color	-118.4	-22.8	Orange	-67.6	Lower
Latino	Met	No Color	-115.6	-14.9	Orange	-39.3	Lower
Socioeconomically Disadvantaged	Met	Red	-99.7	-28.0	Orange	-40.9	Lower
White	Met	Red	-73.6	-33.1	Green	19.2	Lower

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

Ivy Bound Academy of Math Science & Technology - 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**	**-94.3**	**-14.2**	**Orange**	**-47.6**	**Lower**
English Learner	Met	No Color	-114.4	-0.1	Orange	-93.4	Lower
Latino	Met	No Color	-114.7	-18.4	Orange	-79.2	Lower
Socioeconomically Disadvantaged	Met	Red	-108.2	-13.8	Orange	-78.2	Lower
White	Met	Orange	-79.8	-5.8	Yellow	-10.3	Lower

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

Ivy Bound Academy of Math, Science, and Technology Charter Middle
Resident Schools Data Set

Academic Performance Medians- English Language Arts

Ivy Bound Academy of Math, Science, and Technology 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	**147**	**Low**	**-12.3**	**3,963**	**Low**	**-54.6**	**Higher**
Latino	39	Low	-41.0	2,588	Low	-62.8	Higher
White	88	Medium	-2.6	938	Low	-13.3	Higher
Socioeconomically Disadvantaged	73	Low	-25.1	3,204	Low	-58.2	Higher

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

Ivy Bound Academy of Math, Science, and Technology 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	**124**	**Orange**	**-59.8**	**3,929**	**Orange**	**-56.4**	**Lower**
White	78	Orange	-40.5	923	Green	-4.2	Lower
Socioeconomically Disadvantaged	66	Red	-71.7	2,950	Orange	-60.6	Lower

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

Ivy Bound Academy of Math, Science, and Technology 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	**111**	**Red**	**-91.4**	**3,711**	**Orange**	**-50.2**	**Lower**
Latino	43	No Performance Color	-115.6	2,450	Orange	-60.0	Lower
White	59	Red	-73.6	814	Green	8.4	Lower
English Learner	42	No Performance Color	-118.4	1,194	Orange	-104.1	Lower
Socioeconomically Disadvantaged	84	Red	-99.7	3,074	Orange	-55.2	Lower

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

Ivy Bound Academy of Math, Science, and Technology Charter Middle
Resident Schools Data Set

Academic Performance Medians- Math

Ivy Bound Academy of Math, Science, and Technology 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	**147**	**Low**	**-37.1**	**3,964**	**Very Low**	**-105.6**	**Higher**
Latino	39	Low	-84.1	2,588	Very Low	-115.8	Higher
White	88	Medium	-23.9	937	Low	-75.9	Higher
Socioeconomically Disadvantaged	73	Low	-61.8	3,203	Very Low	-109.4	Higher

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

Ivy Bound Academy of Math, Science, and Technology 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	**124**	**Orange**	**-80.1**	**3,915**	**Orange**	**-102.1**	**Higher**
White	78	Orange	-74.0	921	Orange	-51.3	Lower
Socioeconomically Disadvantaged	66	Orange	-94.3	2,944	Orange	-105.7	Higher

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

Ivy Bound Academy of Math, Science, and Technology 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	**117**	**Orange**	**-94.3**	**3,761**	**Orange**	**-98.0**	**Higher**
Latino	43	No Performance Color	-114.7	2,466	Orange	-109.8	Lower
White	65	Orange	-79.8	846	Yellow	-32.1	Lower
English Learner	48	No Performance Color	-114.4	1,253	Orange	-142.8	Higher
Socioeconomically Disadvantaged	89	Red	-108.2	3,123	Orange	-103.6	Lower

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

Ivy Bound Academy of Math, Science, and Technology Charter Middle
Resident Schools Data Set

CAASPP Comparison

Ivy Bound Academy of Math, Science, and Technology English Language Arts/Literacy

Student Group	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
All Students	29.1	30.2	Lower	19.3	33.4	Lower
Socioeconomically Disadvantaged	22.4	29.0	Lower	16.9	31.9	Lower
White	33.3	50.0	Lower	26.6	57.1	Lower
Latino	*	*	*	11.1	30.0	Lower
English Learner	*	*	*	4.8	5.0	Lower

Data Source: caaspp-elpac.org
*Student groups not numerically significant in 2022-2023

Ivy Bound Academy of Math, Science, and Technology Mathematics

Student Group	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
All Students	21.4	18.2	Higher	16.0	19.0	Lower
Socioeconomically Disadvantaged	19.2	17.5	Higher	13.8	18.2	Lower
White	21.1	36.2	Lower	21.4	45.5	Lower
Latino	*	*	*	8.9	15.5	Lower
English Learner	*	*	*	11.1	3.0	Higher

Data Source: caaspp-elpac.org
*Student groups not numerically significant in 2022-2023

ATTACHMENT D

FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE RENEWAL CHARTER PETITION FOR IVY BOUND ACADEMY OF MATH, SCIENCE, AND TECHOLOGY CHARTER MIDDLE BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT
January 14, 2025

I. INTRODUCTION

On October 16, 2024, Ivy Bound Academy of Math, Science, and Technology Charter Middle (also referred to herein as, "Ivy Bound," "Charter School," or "Petitioners") submitted a renewal petition application to the Los Angeles Unified School District ("LAUSD" or "District") seeking to serve up to 180 students in grades 5-8 for a five-year term July 1, 2025 to June 30, 2030. (*See* Exhibit 1, Ivy Bound Renewal Petition.) Charter School currently operates on a private site located at 15355 Morrison Street, Sherman Oaks, CA 91403, which is served by Board District 3 and Region North.

In accordance with the Charter Schools Act (Ed. Code, § 47600 *et seq*.) and the adopted *LAUSD Policy and Procedures for Charter Schools* ("LAUSD policy" or "District policy"), LAUSD's Board of Education ("Board") has 90 days upon receipt of the renewal petition to either grant or deny the renewal petition unless an extension of an additional 30 days is mutually agreed upon by the parties. No later than 60 days the LAUSD Board must hold a 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 public hearing at which the Board will either grant or deny the charter, the petitioners have equivalent time and procedures to present evidence and testimony to respond to District staff recommendation and findings. The LAUSD Board must publish all staff recommendations, including the recommended findings regarding the renewal petition at least 15 days before the public hearing at which the LAUSD Board will either grant or deny the renewal petition.

Based on a comprehensive review of the renewal petition application and the record of performance of Ivy Bound, 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 and 47607.2 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, and 47607.2. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1:

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

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions.

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 of Education 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.[1]

Criterion 2:

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

The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic

[1] See LAUSD policy pp. 28-29.

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[2] and identified an approved list of valid and reliable assessments.[3] 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 petition of a Middle performing charter school pursuant to 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 that provide a benefit to pupils of the school;

[2] "Verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (Ed. Code, § 47607.2(c)(2).)
[3] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

(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., reclassification rates, 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. For schools within an LAUSD "Zone of Choice," all the schools that the students could have potentially attended will be used to calculate a Resident Schools Median (RSM).

A Middle performing charter school may be renewed for a period of five years. (Ed. Code, § 47607.2(a)(7).)[4]

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.

[4] Id., pp. 35-37.

Upon a finding that the charter school is not serving all pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)[5]

III. FINDINGS OF FACT IN SUPPORT OF DENIAL

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

- Charter School is demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code § 47605(c)(2).) (Criterion 1)

- As a Middle performing charter school, Ivy Bound 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)

A. As a Middle performing charter school, Ivy Bound 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)

Charter School has been identified by the California Department of Education (CDE) as a Middle performing charter school.[6] 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 two applicable measurements of academic performance – English Language Arts (ELA) and Math, Charter School demonstrated performance levels for All Students and for all numerically significant student groups that are lower than the state average, with the exception of the Socioeconomically Disadvantaged student group in 2021-2022 in ELA, and in Math, All Students and the Socioeconomically Disadvantaged student group in 2021-2022.

While giving greater weight to Charter School's performance on the measurements of academic performance, the 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.

As set forth in below, consistent with Education Code section 47607.2(b), the District finds that Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to students of the charter school; the closure of Charter School is in the best

[5] Id., pp. 37-38.
[6] The list of charter schools and their respective performance categories, as determined by the criteria outlined in AB 1505, published by CDE's Charter Schools Division is available at https://www.cde.ca.gov/sp/ch/csperformcategory.asp.

interest of the pupils; and the decision provides greater weight to the performance on the measurements of academic performance.

1. Academic Performance Analysis

Based on the comprehensive review of the renewal petition, and Charter School's record of academic performance as outlined below, District staff has determined that even though Charter School has been designated by the state as Middle performing, the school did not attain measurable increases in academic achievement schoolwide and for numerically significant student groups based on the California School Dashboard (ELA and Math). The charter school provided one year of verified data desegregated by grade levels; however, the verified data was not clear and convincing. (*See* Exhibit 2, Ivy Bound DFS Data Set).

Charter School's academic performance reflects the following:

a. California School Dashboard English Language Arts Academic Indicator
For the past three years, Charter School's Distance from Standard (DFS) in ELA has been lower than the state for All Students, and for all numerically significant student groups, except for the Socioeconomically Disadvantaged student group in 2022. Additionally, Charter School has demonstrated declines in DFS change levels for All Students, and all numerically significant student groups[7] over the last two years, 2022-2023 and 2023-2024. (*See* Exhibit 2, Ivy Bound DFS Data Set).

Ivy Bound Academy of Math, Science, and Technology Charter Middle English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-12.3**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-41.0	Low	-38.6	Lower
White	Met	Medium	-2.6	High	21.9	Lower
Socioeconomically Disadvantaged	Met	Low	-25.1	Low	-41.4	Higher

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

Ivy Bound Academy of Math, Science, and Technology 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**	**-59.8**	**-47.6**	**Orange**	**-13.6**	**Lower**
White	Met	Orange	-40.5	-38.0	Green	20.8	Lower

[7] The Latino and English Learner student groups were not numerically significant in 2023.

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	Met	Red	-71.7	-46.6	Orange	-42.6	Lower

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

Ivy Bound Academy of Math, Science, and Technology 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	**-91.4**	**-31.5**	**Orange**	**-13.2**	**Lower**
Latino	Met	No Performance Color	-115.6	-14.9	Orange	-39.3	Lower
White	Met	Red	-73.6	-33.1	Green	19.2	Lower
English Learner	Met	No Performance Color	-118.4	-22.8	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Red	-99.7	-28.0	Orange	-40.9	Lower

Data Sources: CA School Dashboard

b. California School Dashboard Math Academic Indicator

In 2022-2023, Charter School's DFS in Math was higher than the state for All Students, and for one of two numerically significant student groups. However, in the most recent two years, Charter School's DFS in Math was lower than the state for All Students, and for all numerically significant student groups. Additionally, Charter School has demonstrated declines in Math DFS change levels for All Students, and for all numerically significant student groups[8] over the last two years, 2022-2023 and 2023-2024. (*See* Exhibit 2, Ivy Bound DFS Data Set).

Ivy Bound Academy of Math, Science, and Technology 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**	**Low**	**-37.1**	**Low**	**-51.7**	**Higher**
Latino	Met	Low	-84.1	Low	-83.4	Lower
White	Met	Medium	-23.9	Medium	-13.4	Lower

[8] The Latino and English Learner student groups were not numerically significant in 2023.

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	Met	Low	-61.8	Low	-84.0	Higher

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

Ivy Bound Academy of Math, Science, and Technology 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**	**-80.1**	**-43.0**	**Orange**	**-49.1**	**Lower**
White	Met	Orange	-74.0	-50.1	Yellow	-11.1	Lower
Socioeconomically Disadvantaged	Met	Orange	-94.3	-32.5	Yellow	-80.8	Lower

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

Ivy Bound Academy of Math, Science, and Technology 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**	**-94.3**	**-14.2**	**Orange**	**-47.6**	**Lower**
Latino	Met	No Performance Color	-114.7	-18.4	Orange	-79.2	Lower
White	Met	Orange	-79.8	-5.8	Yellow	-10.3	Lower
English Learner	Met	No Performance Color	-114.4	-0.1	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Red	-108.2	-13.8	Orange	-78.2	Lower

Data Sources: CA School Dashboard

2. Charter School's Verified Data Does Not Provide Clear and Convincing Evidence of Measurable Increases in Academic Achievement.

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 submitted one year (2023-2024) of Northwest Evaluation Association (NWEA) for verified data, specifically, Measures of Academic Progress (MAP) assessment *Student Growth Summary Report* in Reading, Language Usage, and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per the California State Board of Education'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." (may23item02.docx)

To be eligible for inclusion as verified data, consistent with Education Code section 47607.2(c)(2), 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 Reports* provided by Charter School do not provide a participation rate on the reports, however, it does include the total number of "growth events"[9] on the reports. In 2023-2024, Charter School had a Norm Enrollment of 127 students and the NWEA Reading, NWEA Language Usage, and the NWEA Math report had 101 (79.5%) growth events each. Thus, the 2023-2024 assessment data does not appear to include at least 95 percent of eligible students. (*See* Exhibit 3, Ivy Bound Verified Data).

Charter School provided only one year of data from NWEA *Student Growth Summary Reports* for 2023-2024 (Fall 2023 – Spring 2024) in Reading, Language Usage, and Math for grade levels and for the following student groups by grade level: Latino, White, and Socioeconomically Disadvantaged. NWEA is an adopted academic progress indicator approved by the State Board of Education to be on the verified data list.

Reading

As seen in the table below, Charter School did not meet one year's progress for any of the grade levels or the student groups.

MAP Growth Reading 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 5	**11**	**-0.2 to 0.2**	**-2.43**	**Not Met**
Latino	*	**-0.2 to 0.2**	*	*
White	*	**-0.2 to 0.2**	*	*

[9] Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

MAP Growth Reading 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Socioeconomically Disadvantaged	*	-0.2 to 0.2	*	*
Grade 6	**25**	**-0.2 to 0.2**	**-1.25**	**Not Met**
Latino	**14**	**-0.2 to 0.2**	**-0.86**	**Not Met**
White	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	**21**	**-0.2 to 0.2**	**-1.13**	**Not Met**
Grade 7	**33**	**-0.2 to 0.2**	**-2.15**	**Not Met**
Latino	*	-0.2 to 0.2	*	*
White	**21**	**-0.2 to 0.2**	**-2.95**	**Not Met**
Socioeconomically Disadvantaged	**23**	**-0.2 to 0.2**	**-0.68**	**Not Met**
Grade 8	**32**	**-0.2 to 0.2**	**-1.90**	**Not Met**
Latino	**13**	**-0.2 to 0.2**	**-1.75**	**Not Met**
White	**16**	**-0.2 to 0.2**	**-2.01**	**Not Met**
Socioeconomically Disadvantaged	**21**	**-0.2 to 0.2**	**-3.18**	**Not Met**

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

Language Usage

As seen in the table below, the Charter School did not meet one year's progress for the majority of student groups and grade levels. However, Charter School demonstrated the following:

- Grade 7 met one year's progress as well as the White and Socioeconomically Disadvantaged student groups in grade 7.

MAP Growth Language Usage 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Language Usage: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 5	**11**	**-0.2 to 0.2**	**-0.68**	**Not Met**
Latino	*	-0.2 to 0.2	*	*
White	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	*	-0.2 to 0.2	*	*
Grade 6	**25**	**-0.2 to 0.2**	**-1.17**	**Not Met**
Latino	**14**	**-0.2 to 0.2**	**-2.47**	**Not Met**
White	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	**21**	**-0.2 to 0.2**	**-2.22**	**Not Met**
Grade 7	**33**	**-0.2 to 0.2**	**0.30**	**Met**

MAP Growth Language Usage 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Language Usage: Conditional Growth Index (CGI)**	**One Year's Progress**
Latino	*	-0.2 to 0.2	*	*
White	21	-0.2 to 0.2	1.88	Met
Socioeconomically Disadvantaged	23	-0.2 to 0.2	1.32	Met
Grade 8	32	-0.2 to 0.2	-2.07	Not Met
Latino	13	-0.2 to 0.2	-1.50	Not Met
White	16	-0.2 to 0.2	-1.58	Not Met
Socioeconomically Disadvantaged	21	-0.2 to 0.2	-3.76	Not Met

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

Math

As seen in the table below, Charter School demonstrated mixed results. Charter School demonstrated the following:

- Grades 5 and grade 8 did not meet one year's progress, but grade 6 and grade 7 met one year's progress.
- The Latino student group in grade 6 met one year's progress, and the Socioeconomically Disadvantaged student group met one year's progress in grades 6 and 7.
- The Socioeconomically Disadvantaged student group did not meet one year's progress in grade 8.
- The White student group did not meet one year's progress in grades 7 and 8.

MAP Growth Math 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 5	11	-0.2 to 0.2	-0.83	Not Met
Latino	*	-0.2 to 0.2	*	*
White	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	*	-0.2 to 0.2	*	*
Grade 6	26	-0.2 to 0.2	1.71	Met
Latino	15	-0.2 to 0.2	1.76	Met
White	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	22	-0.2 to 0.2	1.28	Met
Grade 7	33	-0.2 to 0.2	0.24	Met
Latino	*	-0.2 to 0.2	*	*
White	21	-0.2 to 0.2	-0.63	Not Met

MAP Growth Math 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Socioeconomically Disadvantaged	**20**	**-0.2 to 0.2**	**0.87**	**Met**
Grade 8	**32**	**-0.2 to 0.2**	**-0.96**	**Not Met**
Latino	*****	**-0.2 to 0.2**	*****	*****
White	**16**	**-0.2 to 0.2**	**-1.83**	**Not Met**
Socioeconomically Disadvantaged	**13**	**-0.2 to 0.2**	**-0.22**	**Not Met**

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

As described above, Charter School provided only one year of verified data. In Reading and Language Usage the majority of grade levels and student groups did not meet one year's progress. In Math, the data indicated mixed results. Additionally, the assessment data does not appear to include at least 95 percent of eligible students. Therefore, considering the limited data provided, as well as the noted results, Charter School did not provide clear and convincing evidence showing Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

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/findings established above and as evidenced by the tables/data provided herein, and supporting exhibits attached to this Report, District staff recommends denial of Ivy Bound'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. Here, having considered Charter School's schoolwide performance and performance of its numerically significant student groups on the 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, defined as one year's progress for each year of the school, the District has also considered the performance of Resident Schools where students may otherwise attend, and determined that non-renewal and closure of Charter School is in the best interest of its students.

The District's consideration included a comparison to Resident Schools' performance on the measurements of academic performance, including California School Dashboard data and CAASPP. (*See* Exhibit 4, Ivy Bound RSM Data Set).

a. Resident Schools Median CA School Dashboard Indicator Student Group Comparison Analysis

English Language Arts RSM

As reflected in the table below, Ivy Bound was higher than the RSM for All Students, and all numerically significant student groups in 2022. However, both 2023 and 2024, Charter School was lower than the RSM for All Students, and for the numerically significant student groups in ELA (the Latino and English Learner student groups were not numerically significant in 2023).

Ivy Bound Academy of Math, Science, and Technology 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	**147**	**Low**	**-12.3**	**3,963**	**Low**	**-54.6**	**Higher**
Latino	39	Low	-41.0	2,588	Low	-62.8	Higher
White	88	Medium	-2.6	938	Low	-13.3	Higher
Socioeconomically Disadvantaged	73	Low	-25.1	3,204	Low	-58.2	Higher

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

Ivy Bound Academy of Math, Science, and Technology 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	**124**	**Orange**	**-59.8**	**3,929**	**Orange**	**-56.4**	**Lower**
White	78	Orange	-40.5	923	Green	-4.2	Lower
Socioeconomically Disadvantaged	66	Red	-71.7	2,950	Orange	-60.6	Lower

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

Ivy Bound Academy of Math, Science, and Technology 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	**111**	**Red**	**-91.4**	**3,711**	**Orange**	**-50.2**	**Lower**

Ivy Bound Academy of Math, Science, and Technology 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)
Latino	43	No Performance Color	-115.6	2,450	Orange	-60.0	Lower
White	59	Red	-73.6	814	Green	8.4	Lower
English Learner	42	No Performance Color	-118.4	1,194	Orange	-104.1	Lower
Socioeconomically Disadvantaged	84	Red	-99.7	3,074	Orange	-55.2	Lower

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

Math RSM

As reflected in the table below, in 2022, Ivy Bound was higher than the RSM for All Students, and all numerically significant student groups. However, in 2023, Charter School was higher than the RSM for All Students, and for one of two numerically significant student groups. In 2024, Charter School was lower than the RSM for three of four numerically significant student groups (the Latino and English Learner student groups were not numerically significant in 2023), but higher than the RSM for All Students, and the English Learner student group.

Ivy Bound Academy of Math, Science, and Technology 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	**147**	**Low**	**-37.1**	**3,964**	**Very Low**	**-105.6**	**Higher**
Latino	39	Low	-84.1	2,588	Very Low	-115.8	Higher
White	88	Medium	-23.9	937	Low	-75.9	Higher
Socioeconomically Disadvantaged	73	Low	-61.8	3,203	Very Low	-109.4	Higher

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

Ivy Bound Academy of Math, Science, and Technology 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	**124**	**Orange**	**-80.1**	**3,915**	**Orange**	**-102.1**	**Higher**

Ivy Bound Academy of Math, Science, and Technology 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)**
White	78	Orange	-74.0	921	Orange	-51.3	Lower
Socioeconomically Disadvantaged	66	Orange	-94.3	2,944	Orange	-105.7	Higher

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

Ivy Bound Academy of Math, Science, and Technology 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	**117**	**Orange**	**-94.3**	**3,761**	**Orange**	**-98.0**	**Higher**
Latino	43	No Performance Color	-114.7	2,466	Orange	-109.8	Lower
White	65	Orange	-79.8	846	Yellow	-32.1	Lower
English Learner	48	No Performance Color	-114.4	1,253	Orange	-142.8	Higher
Socioeconomically Disadvantaged	89	Red	-108.2	3,123	Orange	-103.6	Lower

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

b. CAASPP Standards Exceeded and Standards Met Comparison Analysis

English Language Arts RSM

In 2023 and 2024, the CAASPP Standards Exceeded and Standard Met Data for Ivy Bound shows that Charter School performed lower than the RSM for All Students and all numerically significant student groups in ELA.

Ivy Bound Academy of Math, Science, and Technology English Language Arts/Literacy						
Student Group	**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**
All Students	29.1	30.2	Lower	19.3	33.4	Lower
Socioeconomically Disadvantaged	22.4	29.0	Lower	16.9	31.9	Lower

Ivy Bound Academy of Math, Science, and Technology English Language Arts/Literacy						
Student Group	**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**
White	33.3	50.0	Lower	26.6	57.1	Lower
Latino	*	*	*	11.1	30.0	Lower
English Learner	*	*	*	4.8	5.0	Lower

Data Source: caaspp-elpac.org
*Student groups not numerically significant in 2022-2023

Math RSM

In 2023, the CAASPP Standard Exceeded and Standard Met Data for Ivy Bound shows that Charter School performed higher than the RSM for All Students and the Socioeconomically Disadvantaged student group. Charter School performed lower than the RSM for the White student group in 2023. In 2024, Charter School performed lower than the RSM for All Students and for all numerically significant student groups, with the exception of the English Learner student group.

Ivy Bound Academy of Math, Science, and Technology Mathematics						
Student Group	**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**
All Students	21.4	18.2	Higher	16.0	19.0	Lower
Socioeconomically Disadvantaged	19.2	17.5	Higher	13.8	18.2	Lower
White	21.1	36.2	Lower	21.4	45.5	Lower
Latino	*	*	*	8.9	15.5	Lower
English Learner	*	*	*	11.1	3.0	Higher

Data Source: caaspp-elpac.org
*Student groups not numerically significant in 2022-2023

c. LTEL RSM Analysis

The Long-term English Learner student group was not numerically significant in ELA, Math, and ELPI.

B. <u>Ivy Bound is demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code § 47605(c)(2).) (Criterion 1)</u>

a. Student Achievement and Educational Performance

Based on the record of performance for All Students and the school's numerically significant student groups, as presented above, and also as noted in the Annual Performance-Based Oversight Visit Report under Areas Noted for Further Growth and/or Improvement in 2022-2023 and 2023-2024, Charter School performance in ELA and Math has been lower than the state average for All Students, and all of the numerically significant student groups for the past two years. Charter School's actions did not yield academic outcomes at a level equal to or higher than the state averages. In addition, the charter school has demonstrated decreases for All Students and all numerically significant student groups for two consecutive years. Overall, in light of the demonstrated student academic performance being lower than the state for All Students, and all of the numerically significant student groups for the last two academic years, as well as the school's lack of clear and convincing verified data results, the school is demonstrably unlikely to successfully implement the program.

b. Low Student Enrollment

In addition to the academic data concerns noted above, Charter School is significantly underenrolled. Charter School has shown steadily declining enrollment for each year of the current term (and for several years prior). Although Charter School has maintained positive net assets and met all the financial ratios above the District-recommended levels over the most current four audited years, District staff noted concerns regarding Ivy Bound's declining student enrollment in the 2023-2024 Annual Performance-Based Oversight Visit Report, which recorded an enrollment of 127 students. In response, Charter School stated that they have increased outreach and recruitment efforts, and expanded marketing initiatives within the surrounding community. However, Charter School reported a total enrollment of only 86 students for Fiscal Year 2024-2025, reflecting a cumulative enrollment decline over 62% since Fiscal Year 2014-2015. Ivy Bound's low and continued declining student enrollment, and Charter School's declines in academic performance, raise concerns about Charter School's ability to successfully implement the educational program. The low enrollment may lead to potential depletion of Charter School's funds, resulting in negative net assets should the trend continue.

IV. <u>RECOMMENDATION</u>

Based on the foregoing, staff recommends that the LAUSD Board of Education deny the renewal petition of Ivy Bound. 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 as demonstrated by Charter School's failure to make sufficient academic progress, 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, subd. (c); Ed. Code, §47607.2, subd. (b)(6).) Should the LAUSD Board decide to deny Charter School's renewal petition, District staff recommends that the Board adopt these *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle* as the Board's written findings of fact in support of the denial.

Exhibits available for perusal at the following link:
https://drive.google.com/drive/folders/1y2UWMcxj2Gm5yWYp6sjMYOcXba85EJWb?usp=sharing

Return to Order of Business

TAB 18

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-154-24/25, **Version:** 1

Approval of the Renewal Petition for KIPP Corazón Academy [PUBLIC HEARING]
January 14, 2025
Charter Schools Division

Action Proposed:
Approve the renewal petition for KIPP Corazón Academy ("Charter School"), with benchmarks in the areas of academics, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve 1042 students in grades TK-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Charter School's currently authorized enrollment capacity is 1,042. As part of Charter School's renewal petition submission, Charter School included an increase of 100 students from 1,042 to 1,142. At the same time as the renewal petition submission, Charter School submitted its material revision application seeking to increase its enrollment capacity from 1,142 to 1,205 students and add a location. However, pursuant to the LAUSD Policy and Procedures for Charter Schools, Charter School's material revision application did not contain the information and/or documents necessary to begin processing. As such, Staff cannot process Charter School's material revision application at this time. Staff has communicated to Charter School that the District will consider its material revision request when appropriately submitted. Staff recommends the renewal of Charter School's petition with the currently authorized enrollment capacity of 1,042.

Background:
KIPP Corazón Academy is a TK-8 school currently serving 1055 students on two private facilities at 9325 Long Beach Boulevard, South Gate, CA, 90280, and 8616 Long Beach Boulevard, South Gate, CA, 90280, in Board District 5 and Region East. KIPP Corazón Academy was originally approved by the LAUSD Board of Education on November 15, 2016. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for KIPP Corazón Academy expires June 30, 2025.

On October 17, 2024, KIPP Corazón Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through January 15, 2025.

An initial Public Hearing will be held on December 10, 2024.

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

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

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

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

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

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

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

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

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

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 154, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

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

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

Charter School has chosen to remain with a non-LAUSD Special Education Local Planning Area (SELPA) of which it is currently a participating member. Should Charter School subsequently elect to be part of the LAUSD SELPA, any Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the Charter School and the District. The Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

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

Equity Impact:
Not applicable

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - KIPP Corazón Academy Data Set
Attachment C - Verified Data Reports
Attachment D - KIPP Corazón Academy RSM Data
Attachment E - Desegregation Impact Statement

Budget and Petition will be available prior to the board meeting at the following link:
https://drive.google.com/drive/folders/1NcUO2pQX513L7Jcu_ZIOhMBEbO-tTrEX?usp=drive_link

Informatives:
Not applicable

Submitted:
12/13/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 154-24/25
January 14, 2025

School Name:	**KIPP Corazón Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **January 15, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**KIPP SoCal Public Schools**		
Location Code:	**7553**		
Type of Site(s):	**(1) Private** **(2) Private**		
Site Address(es):	**(1) 9325 Long Beach Boulevard, South Gate, CA 90280** **(2) 8616 Long Beach Boulevard, South Gate, CA 90280**		
Board District(s):	**5**	Region(s):	**East**
Grade Levels Served:	**TK-8**	Current Enrollment:	**1055**
Grade Levels Authorized in Current Charter:	**TK-8**	Approved Enrollment in Current Charter:	**1042** (see proposed change in "Action Proposed" below)
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with benchmarks for a five (5)-year term (2025-2030)**		
PROPOSED BENCHMARKS:	The following benchmarks are proposed for KIPP Corazón Academy for the 2025-2030 charter term: 1. In each year of the charter term, the school shall demonstrate academic growth in English Language Arts (ELA) for Students with Disabilities as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level or achieved a DFS that is equal to or higher than their respective student group state average DFS. 2. In each year of the charter term, the school shall demonstrate academic growth in Math for Students with Disabilities as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level		

PROPOSED BENCHMARKS (CONT.):	or achieved a DFS that is equal to or higher than their respective student group state average DFS. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for KIPP Corazón Academy ("KIPP Corazón or "Charter School"), with benchmarks in the area of academics, located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve 1,042 students in grades TK-8 in each year of the charter term.

Charter School's currently authorized enrollment capacity is 1,042. As part of Charter School's renewal petition submission, Charter School included an increase of 100 students from 1,042 to 1,142. At the same time as the renewal petition submission, Charter School submitted its material revision application seeking to increase its enrollment capacity from 1,142 to 1,205 students and add a location. However, pursuant to the *LAUSD Policy and Procedures for Charter Schools*, Charter School's material revision application did not contain the information and/or documents necessary to begin processing. As such, Staff cannot process Charter School's material revision application at this time. Staff has communicated to Charter School that the District will consider its material revision request when appropriately submitted. Staff recommends the renewal of Charter School's petition with the currently authorized enrollment capacity of 1,042.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

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

achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
These criteria have been determined not to be bases for denial.

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

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	KIPP Corazón Academy
Initial Authorization:	On November 15, 2016, KIPP Corazón Academy was authorized by the LAUSD Board of Education to serve up to 1042 students in grades K-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for KIPP Corazón Academy expires June 30, 2025.
Most Recent Renewal	Not applicable
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on May 25, 2021, to add a second facility.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	KIPP Corazón Academy submitted its renewal petition application on October 17, 2024. The 90-day statutory timeline for Board action on the petition runs through January 15, 2025.

	KIPP Corazón Academy
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	KIPP Corazón Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	KIPP Corazón Academy participates in El Dorado Special Education Local Plan Area (SELPA).

B. Charter School Operator

KIPP Corazón Academy is operated by KIPP SoCal Public Schools, a California nonprofit public benefit corporation that also operates 14 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

KIPP Corazón Academy has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable. When comparing the charter school's most recent Academic Dashboard Indicators, it did not attain measurable increases in academic achievement schoolwide or its numerically significant student groups based on the California School Dashboard. The charter school provided only one year of verified data desegregated by grade levels and student groups, demonstrating one year's progress in ELA and Math for the majority of grade levels and student groups. Further analysis of Resident School's Medians compared to the charter school revealed that the majority of its student groups outperformed the RSM.

Please see the attached KIPP Corazón Academy data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels 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.

KIPP Corazón Academy Dashboard Indicators

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

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2022-2023	Orange	Yellow	Orange	Not applicable	Red	Not applicable	Blue
2023-2024	Orange	Orange	Orange	Not applicable	Orange	Not applicable	Green

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

c. English Language Arts Indicator

In 2022, in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students and higher than the state for two of the four numerically significant student groups. In 2023 and 2024, in ELA, the charter school's DFS was lower than the state for All Students and higher than the state for all numerically significant student groups, except the Students with Disabilities student group.

As noted above, staff is recommending a benchmark in ELA for Students with Disabilities. To continue to increase student outcomes in ELA, charter school leaders reported improving ELA outcomes by enhancing instructional coaching and feedback, using assessment data to inform interventions, strengthen the use of research-based strategies to improve teaching quality, fostering collaboration between general and special education teams by scheduling monthly cohort meetings for RSP Teachers and offering extended school year to Students with Disabilities at KIPP Corazón. The school reported that this comprehensive approach would strengthen teaching, align interventions with student needs, and promote continuous improvement.

KIPP Corazón Academy - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-27.8**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-27.2	Low	-38.6	Higher
English Learner	Met	Low	-63.4	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-33.1	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-110.1	Very Low	-97.3	Lower

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

KIPP Corazón Academy - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-26.4**	**1.5**	**Orange**	**-13.6**	**Lower**
Latino	Met	Orange	-25.7	1.4	Orange	-40.2	Higher
English Learner	Met	Orange	-66.7	-3.3	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Orange	-32.1	1.0	Orange	-42.6	Higher
Students with Disabilities	Met	Orange	-96.4	13.7	Red	-96.3	Lower

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

KIPP Corazón Academy - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-27.8**	-1.4	**Orange**	**-13.2**	**Lower**
Latino	**Met**	Orange	-28.3	-2.6	Orange	-39.3	Higher
English Learner	**Met**	Orange	-64.8	1.8	Orange	-67.6	Higher
Socioeconomically Disadvantaged	**Met**	Orange	-34.0	-1.9	Orange	-40.9	Higher
Students with Disabilities	**Met**	Red	-102.3	-5.9	Red	-95.6	Lower
Long-Term English Learners	**Met**	Red	-96.5	-5.3	Red	-109.6	Higher

Data Sources: CA School Dashboard.

d. Math Indicator

In 2022 in Math, the charter school's DFS was lower than the state for All Students and higher than the state for three of four numerically significant student groups. In 2023, in Math, the charter school's DFS was lower than the state for All Students and higher for all numerically significant student groups. In 2024, in Math, the charter school's DFS was lower than the state for All Students and higher than the state for four of the five numerically significant student groups.

As noted above, staff is recommending a benchmark in Math for Students with Disabilities. To continue to increase student outcomes in Math, charter school leaders report improving Math outcomes by building teacher and leader expertise through coaching, engaging in regional collaboration, using assessment data to guide instruction, conducting data conferences with students and families, prioritizing teamwork between general and special education teams, and offering extended school year to Students with Disabilities at KIPP Corazón. The school reported that this approach would foster collaboration, transparency, and data-driven practices to enhance student learning.

KIPP Corazón Academy - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-57.2**	**Low**	**-51.7**	**Lower**
Latino	Met	Low	-56.6	Low	-83.4	Higher
English Learner	Met	Low	-84.5	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-64.1	Low	-84.0	Higher
Students with Disabilities	Met	Very Low	-141.8	Very Low	-130.8	Lower

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

KIPP Corazón Academy - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-50.8**	**6.3**	**Orange**	**-49.1**	**Lower**
Latino	Met	Yellow	-49.5	7.1	Orange	-80.8	Higher
English Learner	Met	Orange	-85.3	-0.8	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-57.1	7.0	Yellow	-80.8	Higher
Students with Disabilities	Met	Orange	-117.8	24.0	Orange	-127.3	Higher

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

KIPP Corazón Academy - 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**	**-58.0**	**-7.1**	**Orange**	**-47.6**	**Lower**
Latino	Met	Orange	-58.0	-8.5	Orange	-79.2	Higher
English Learner	Met	Yellow	-82.2	3.1	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-63.7	-6.6	Orange	-78.2	Higher
Students with Disabilities	Met	Red	-128.8	-11.0	Red	-124.3	Lower
Long-Term English Learners	Met	Orange	-140.5	11.9	Red	-163.5	Higher

Data Sources: CA School Dashboard

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Medium was the same as the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Orange was lower than the state's color of Yellow. In 2024, on the ELPI, the charter school's performance color of Orange was the same as the state's color of Orange. The charter school's English Learner Progress Rate was lower than the state's rate.

To increase student outcomes in ELPI, charter school leaders report, hiring an English Language Development (ELD) teacher to provide more tailored instruction for those at the emerging proficiency level, training teachers on Wonders for English Learners and English 3D curriculum, and developing strategic groupings for designated ELD students.

KIPP Corazón Academy - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	51.1%	Medium	50.3%	Higher

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

KIPP Corazón Academy - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	43.7%	-7.5%	Yellow	48.7%	Lower

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

KIPP Corazón Academy - 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	---	Orange	35.8%	-7.8%	Orange	45.7%	Lower
Long-Term English Learners	---	Orange	57.8%	-10.5%	Orange	45.8%	Higher

Data Sources: CA School Dashboard
--- As of the writing of this report, the 2024 Dashboard Participation Rate has not been publicly released

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students and for all numerically significant student groups. In 2023 and 2024, on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and for all numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 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 2024.

k. Reclassification Rates

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

l. Additional Information

Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	*Developing*
2023-2024	*Proficient*
Concerns	In 2022-2023, a review of the school's ESSA grid revealed that two In-House Substitute Teachers provided coverage beyond the authorized time-period. The school replaced the substitutes and developed a centralized system to track the number of days substitutes are in any one assignment.

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Proficient*
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. (Ed. Code, § 47607.2(b)(3).)

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

KIPP Corazón Academy submitted only one year of verified data for consideration as part of its renewal application.

ELA

i-Ready

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 "Spring (March 2- End of Year)" for grade levels and for the following student groups[1]: Socioeconomically Disadvantaged, Latino, English Learner, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

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. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported that 536 students were assessed in Reading, and 539 students were enrolled in i-Ready in Grades K-4. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students using i-Ready for Grades K-4. For grades 5-8, charter school leaders reported that not all students participated in the i-Ready assessments, due to its transition to i-Ready, and, therefore, Charter School also submitted one year of STAR ELA data for grades 5-8. Notwithstanding, the i-Ready reports include all grade levels, and, thus, they are provided here as reflected in the i-Ready reports. In addition to not meeting participation rates as noted by the Charter School, 2 of the 4 grade levels met one year's growth.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." i-Ready's Median Progress to Typical Growth targets[2] identify schools as having met California Charter School growth expectations, based on Curriculum Associates' recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth."

Charter School provided 2023-2024 i-Ready data for grades K-8. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates' published

[1] Student group names that appear on the report may be different than names on the CA Dashboard (e.g. "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

[2] In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year's progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, Grades K-4 met one year's progress based on i-Ready's Median Progress to Typical Growth Targets. Charter School's submitted data also included data for four student groups (Socioeconomically Disadvantaged, Latino, English Learner, and Students with Disabilities) and all four student groups with an n-size of eleven or more demonstrated one year's progress. Please see above regarding the data for grades 5-8.

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Progress to Annual Typical Growth (Median)**	**One Year's Progress**
Grade K	87	Grades K-5: 75%	100%	Met
Socioeconomically Disadvantaged	78	Grades K-5: 75%	104%	Met
Latino	83	Grades K-5: 75%	104%	Met
English Learner	25	Grades K-5: 75%	100%	Met
Students with Disabilities	*	Grades K-5: 75%	*	*
Grade 1	109	Grades K-5: 75%	108%	Met
Socioeconomically Disadvantaged	103	Grades K-5: 75%	114%	Met
Latino	104	Grades K-5: 75%	107%	Met
English Learner	38	Grades K-5: 75%	116%	Met
Students with Disabilities	13	Grades K-5: 75%	76%	Met
Grade 2	115	Grades K-5: 75%	92%	Met
Socioeconomically Disadvantaged	104	Grades K-5: 75%	103%	Met
Latino	113	Grades K-5: 75%	91%	Met
English Learner	31	Grades K-5: 75%	118%	Met
Students with Disabilities	17	Grades K-5: 75%	84%	Met
Grade 3	112	Grades K-5: 75%	139%	Met
Socioeconomically Disadvantaged	102	Grades K-5: 75%	150%	Met
Latino	109	Grades K-5: 75%	141%	Met
English Learner	39	Grades K-5: 75%	178%	Met
Students with Disabilities	27	Grades K-5: 75%	136%	Met
Grade 4	113	Grades K-5: 75%	160%	Met
Socioeconomically Disadvantaged	96	Grades K-5: 75%	164%	Met
Latino	111	Grades K-5: 75%	168%	Met
English Learner	29	Grades K-5: 75%	113%	Met
Students with Disabilities	19	Grades K-5: 75%	100%	Met
Grade 5**	22	Grades K-5: 75%	110%	Met
Socioeconomically Disadvantaged**	22	Grades K-5: 75%	110%	Met
Latino**	22	Grades K-5: 75%	110%	Met
English Learner**	22	Grades K-5: 75%	110%	Met
Students with Disabilities**	7	Grades K-5: 75%	88%	Met
Grade 6**	21	Grades 6-8: 45%	0%	Not Met
Socioeconomically Disadvantaged**	21	Grades 6-8: 45%	0%	Not Met

i-Ready Diagnostic Growth Reading 2023-2024				
Latino**	21	Grades 6-8: 45%	0%	Not Met
English Learner**	21	Grades 6-8: 45%	0%	Not Met
Students with Disabilities**	*	Grades 6-8: 45%	*	*
Grade 7**	24	Grades 6-8: 45%	18%	Not Met
Socioeconomically Disadvantaged**	22	Grades 6-8: 45%	9%	Not Met
Latino**	24	Grades 6-8: 45%	18%	Not Met
English Learner**	21	Grades 6-8: 45%	18%	Not Met
Students with Disabilities**	9	Grades 6-8: 45%	106%*	Met
Grade 8**	18	Grades 6-8: 45%	156%	Met
Socioeconomically Disadvantaged**	17	Grades 6-8: 45%	111%	Met
Latino**	18	Grades 6-8: 45%	156%	Met
English Learner**	16	Grades 6-8: 45%	200%	Met
Students with Disabilities**	*	Grades 6-8: 45%	*	*

*Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
**Did not meet participation rate

STAR

Charter School provided data for Reading from "Star Assessment by Renaissance, Grades K-12" (Star) Star Growth Report for 2023-2024 (Fall to Spring administration) for Grade 5, Grade 6, Grade 7, and Grade 8 and for the following student groups: English Learner, Latino, Special Education, and Two Characteristics student groups. Star is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per the criteria to define verified data adopted by the California Department of Education, participation to be eligible for inclusion as verified data must include the results of at least 95 percent of eligible students for the related data source (e.g., assessment or postsecondary outcome). Star reports provide a summary of students tested out of students enrolled by grade level. The *Star Growth Report* provided by Charter School in Reading (ELA) reported that 129 of 130 (99%) students were assessed in Grade 5, 123 of 123 (100%) students were assessed in Grade 6, 121 of 121 (100%) students were assessed in Grade 7, 112 of 112 (100%) students were assessed in Grade 8. Thus, based on the information provided by Charter School, the 2023-2024 assessment data met the 95% of eligible students for grades 5, 6, 7, and 8. Thus, based on the information provided by Charter School, the 2023-2024 assessment data met the 95% of eligible students for grades 5, 6, 7, and 8.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "If the SBE wishes to define "a year's growth" in normative terms (comparing a student's growth to academic peers) then SGP would offer the most precise option. The most common range is 35 to 65. Students whose fall to spring SGPs are between 35 to 65 have demonstrated a year's growth in a year's time." For Reading, the *Star Growth Report* provided indicates Charter School set the Student Growth Percentile (SGP) with the expectation at 35 to demonstrate one year's growth with at least 50% of its students achieving the target. Therefore, based on Star's SGP range, Charter School met a year's growth for Grade 5, Grade 6, Grade 7, and Grade 8 in Reading in 2023-2024.

As seen in the table below, Charter School provided the most recent data for four numerically significant student groups by grade level, and all four student groups, English Learner, Latino, Students with Disabilities, and Two Characteristics[3] student groups with an n-size of eleven or more demonstrated one year's progress.

Star Reading 2023-2024				
Student Groups	**Summary Tested Student/ Total Students**	**Participation Rate**	**Reading: Percent of Students that Met SGP Expectation = 35**	**One Year's Progress**
Grade 5	129	99%	62%	Met
English Learner	23	100%	48%	Met
Latino	129	99%	62%	Met
Students with Disabilities	24	100%	58%	Met
Two Characteristics	115	100%	62%	Met
Grade 6	123	100%	68%	Met
English Learner	23	100%	63%	Met
Latino	118	100%	67%	Met
Students with Disabilities	25	100%	64%	Met
Two Characteristics	117	100%	68%	Met
Grade 7	121	100%	54%	Met
English Learner	23	100%	57%	Met
Latino	119	100%	53%	Met
Students with Disabilities	27	100%	56%	Met
Two Characteristics	112	100%	51%	Met
Grade 8	112	100%	61%	Met
English Learner	17	100%	57%	Met
Latino	110	100%	60%	Met
Students with Disabilities	19	100%	63%	Met
Two Characteristics	103	100%	59%	Met

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 "Spring (March 2- End of Year)" for grade levels and for the following student groups[4]: Socioeconomically Disadvantaged, Latino, English Learner, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the 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. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported that 1017 students were assessed in Math and 1025 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

[3] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Two Characteristics" means that 2 student demographics were selected when the report was set up)

[4] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." i-Ready's Median Progress to Typical Growth targets[5] identify schools as having met California Charter School growth expectations, based on Curriculum Associates' recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth."

Charter School provided 2023-2024 data for grades K-8. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates' published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year's progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, five of the nine grade levels met one year's progress based on i-Ready's Median Progress to Typical Growth Targets. Charter School's submitted data also include data for four student groups (Socioeconomically Disadvantaged, Latino, English Learner, and Students with Disabilities), and all student groups with an n-size of eleven or more demonstrated one year's progress in grades K, 2, and 3. In grades 1 and 4, the majority of student groups demonstrated one year's progress. In grades 5-8, no student groups demonstrated one year's progress.

i-Ready Diagnostic Growth Math 2023-2024				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Progress to Annual Typical Growth (Median)**	**One Year's Progress**
Grade K	87	Grades K-5: 80%	116%	Met
Socioeconomically Disadvantaged	78	Grades K-5: 80%	119%	Met
Latino	83	Grades K-5: 80%	119%	Met
English Learner	25	Grades K-5: 80%	122%	Met
Students with Disabilities	*	Grades K-5: 80%	*	*
Grade 1	108	Grades K-5: 80%	100%	Met
Socioeconomically Disadvantaged	103	Grades K-5: 80%	103%	Met
Latino	103	Grades K-5: 80%	103%	Met
English Learner	37	Grades K-5: 80%	117%	Met
Students with Disabilities	12	Grades K-5: 80%	66%	Not Met
Grade 2	115	Grades K-5: 80%	%	Met
Socioeconomically Disadvantaged	104	Grades K-5: 80%	115%	Met
Latino	113	Grades K-5: 80%	115%	Met
English Learner	31	Grades K-5: 80%	117%	Met
Students with Disabilities	17	Grades K-5: 80%	103%	Met
Grade 3	112	Grades K-5: 80%	108%	Met
Socioeconomically Disadvantaged	102	Grades K-5: 80%	108%	Met
Latino	109	Grades K-5: 80%	107%	Met
English Learner	39	Grades K-5: 80%	126%	Met
Students with Disabilities	27	Grades K-5: 80%	107%	Met
Grade 4	112	Grades K-5: 80%	100%	Met
Socioeconomically Disadvantaged	96	Grades K-5: 80%	100%	Met

[5] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

i-Ready Diagnostic Growth Math 2023-2024				
Latino	110	Grades K-5: 80%	100%	Met
English Learner	29	Grades K-5: 80%	75%	Not Met
Students with Disabilities	19	Grades K-5: 80%	96%	Met
Grade 5	129	Grades K-5: 80%	50%	Not Met
Socioeconomically Disadvantaged	115	Grades K-5: 80%	45%	Not Met
Latino	129	Grades K-5: 80%	50%	Not Met
English Learner	23	Grades K-5: 80%	44%	Not Met
Students with Disabilities	24	Grades K-5: 80%	53%	Not Met
Grade 6	121	Grades 6-8: 60%	7%	Not Met
Socioeconomically Disadvantaged	115	Grades 6-8: 60%	7%	Not Met
Latino	116	Grades 6-8: 60%	4%	Not Met
English Learner	22	Grades 6-8: 60%	0%	Not Met
Students with Disabilities	24	Grades 6-8: 60%	0%	Not Met
Grade 7	121	Grades 6-8: 60%	0%	Not Met
Socioeconomically Disadvantaged	112	Grades 6-8: 60%	0%	Not Met
Latino	119	Grades 6-8: 60%	0%	Not Met
English Learner	23	Grades 6-8: 60%	0%	Not Met
Students with Disabilities	27	Grades 6-8: 60%	0%	Not Met
Grade 8	112	Grades 6-8: 60%	14%	Not Met
Socioeconomically Disadvantaged	103	Grades 6-8: 60%	8%	Not Met
Latino	110	Grades 6-8: 60%	14%	Not Met
English Learner	17	Grades 6-8: 60%	0%	Not Met
Students with Disabilities	19	Grades 6-8: 60%	0%	Not Met

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

Based on the review and consideration of verified data, KIPP Corazón Academy only included one year of data, including reports desegregated by grade levels and student group reports (Socioeconomically Disadvantaged, Latino, English Learner, and Students with Disabilities), in both ELA and Math. In 2023-2024, KIPP Corazón Academy appears to have met 95 percent participation rate for the majority of grade levels and the majority of its numerically significant student groups (and considering what is noted above regarding the i-Ready reports for grades 5-8).

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School provided only one year of verified data, staff determined that the school's performance in both ELA and Math requires further review.

Based on the charter school's performance on California School Dashboard in ELA and Math; and the submitted verified data by the charter school, Staff conducted a further analysis of ELA and Math in comparison to the Resident Schools Median (RSM).[6] As indicated in the tables below, when comparing the school to the Resident Schools Median, KIPP Corazón Academy's data indicates that its student performance on the California School Dashboard in 2022, 2023, and 2024 was higher than the RSM for All Students and for all numerically significant student groups in ELA. In 2022, in Math, student

[6] Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle Performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

performance was higher than the RSM for All Students and all numerically significant groups. In 2023 and 2024, KIPP Corazón Academy was higher than the RSM for All Students and for the majority of its numerically significant student groups in Math.

Resident Schools Analysis

KIPP Corazón Academy 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Status Level**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Status Level**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**684**	**Low**	**-27.8**	**11,115**	**Low**	**-52.5**	**Higher**
Latino	669	Low	-27.2	10,263	Low	-51.3	Higher
English Learner	207	Low	-63.4	3,777	Very Low	-89.9	Higher
Socioeconomically Disadvantaged	577	Low	-33.1	10,738	Low	-53.9	Higher
Students with Disabilities	100	Very Low	-110.1	1,320	Very Low	-129.8	Higher

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

KIPP Corazón Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**699**	**Orange**	**-26.4**	**13,303**	**Orange**	**-52.5**	**Higher**
Latino	686	Orange	-25.7	12,326	Orange	-51.5	Higher
English Learner	183	Orange	-66.7	4,232	Orange	-85.9	Higher
Socioeconomically Disadvantaged	611	Orange	-32.1	12,055	Orange	-54.0	Higher
Students with Disabilities	117	Orange	-96.4	1,732	Red	-124.7	Higher

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

KIPP Corazón Academy 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	**698**	**Orange**	**-27.8**	**11,806**	**Orange**	**-46.9**	**Higher**
Latino	684	Orange	-28.3	10,946	Yellow	-43.8	Higher
English Learner	203	Orange	-64.8	4,112	Orange	-69.9	Higher
Long Term English Learner	46	Red	-96.5	580	Red	-129.2	Higher

KIPP Corazón Academy 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)**
Socioeconomically Disadvantaged	642	Orange	-34.0	11,228	Yellow	-47.9	Higher
Students with Disabilities	138	Red	-102.3	1,722	Red	-126.3	Higher

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

KIPP Corazón Academy 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	**683**	**Low**	**-57.2**	**11,092**	**Low**	**-78.0**	**Higher**
Latino	669	Low	-56.6	10,248	Low	-74.2	Higher
English Learner	206	Low	-84.5	3,775	Low	-92.0	Higher
Socioeconomically Disadvantaged	576	Low	-64.1	10,713	Low	-78.5	Higher
Students with Disabilities	100	Very Low	-141.8	1,314	Very Low	-148.8	Higher

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

KIPP Corazón Academy 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	**698**	**Yellow**	**-50.8**	**13,284**	**Yellow**	**-59.0**	**Higher**
Latino	685	Yellow	-49.5	12,308	Yellow	-58.4	Higher
English Learner	183	Orange	-85.3	4,226	Orange	-79.4	Lower
Socioeconomically Disadvantaged	610	Yellow	-57.1	12,037	Yellow	-60.9	Higher
Students with Disabilities	116	Orange	-117.8	1,727	Orange	-139.5	Higher

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

KIPP Corazón Academy 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	**698**	**Orange**	**-58.0**	**11,901**	**Orange**	**-62.5**	**Higher**
Latino	684	Orange	-58.0	11,034	Orange	-57.6	Lower

KIPP Corazón Academy 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)**
English Learner	203	Yellow	-82.2	4,208	Orange	-77.7	Lower
Long Term English Learner	46	Orange	-140.5	577	Red	-177.6	Higher
Socioeconomicall y Disadvantaged	642	Orange	-63.7	11,319	Orange	-63.7	Same
Students with Disabilities	138	Red	-128.8	1,718	Orange	-141.7	Higher

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

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

KIPP Corazón Academy's fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	$530,969	$1,213,705	$3,200,153	$3,566,519	$4,552,182
Net Income/Loss	$335,829	$682,736	$1,986,448	$366,366	$985,663
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment*	730	964	1,032	1,057	1,068

*The Norm Enrollment reported by KIPP Corazón Academy for Fiscal Year 2024-2025 is 1,055 CSD staff will continue to monitor KIPP Corazón Academy's enrollment in accordance with established procedures, and will take appropriate actions to ensure Charter School's alignment with the approved capacity.

b. 2022-2023 Independent Audit Report

Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: Yes
Lack of a Going Concern: None Reported

KIPP SoCal Public Schools' 2022-2023 independent audit report identified audit findings regarding noncompliance in the following areas:

a) Unduplicated Pupil Counts: This issue pertains to KIPP Endeavor College Preparatory Charter, with an estimated questioned cost of $3,662 as disclosed in the audit report; and
b) Transitional Kindergarten (TK): Noncompliance was noted across seven KIPP SoCal Public Schools charter schools, six of which are authorized by LAUSD, including KIPP Corazón Academy. The total estimated questioned cost for these seven schools was $254,203, which includes approximately $36K for KIPP Corazón Academy.

During the CSD's 2023-2024 oversight process, KIPP SoCal Public Schools provided the CSD its detailed Corrective Action Plan, outlining steps taken to comply with the California TK requirements. These steps include: updating enrollment, staffing, and recruitment practices, establishing a dedicated TK classroom that aligns enrollment targets with facility capacity, implementing a monthly process to check TK classroom enrollment and the adult-to-pupil ratio, and revising internal controls to conduct more frequent audits of classroom size and adult-to-pupil ratios in alignment with California Department of Education guidelines. The CSD will continue to monitor the above-mentioned audit findings and the implementation of these measures through ongoing oversight and the review of KIPP SoCal Public Schools' 2023-2024 independent audit.

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

KIPP SoCal Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
20	17	$156,642,619	$15,064,776	$82,084,526	$10,978,286

On February 1, 2024, the KIPP SoCal Public Schools Board of Directors approved the voluntarily surrender of KIPP Generations Academy and KIPP Pueblo Unido charters, effective June 30, 2024, citing issues of long-term fiscal sustainability and under-enrollment.

ATTACHMENT B

KIPP Corazon Academy

Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
E	5	7553	KIPP Corazon Academy	All Students	684	-27.8	Low	-12.2	Low	Lower	699	Orange	-26.4	1.5	Maintained	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-49.3	Low	--	*	No Color	--	--	No Change Level	Orange	-47.9	2	Maintained	--
				Asian	*	-	No Performance Level	63	Very High	--	*	No Color	--	--	No Change Level	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2	Maintained	--
				English Learner	207	-63.4	Low	-61.2	Low	Lower	183	Orange	-66.7	-3.3	Declined	Orange	-67.7	-6.5	Declined	Higher
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	669	-27.2	Low	-38.6	Low	Higher	686	Orange	-25.7	1.4	Maintained	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	577	-33.1	Low	-41.4	Low	Higher	611	Orange	-32.1	1	Maintained	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	100	-110.1	Very Low	-97.3	Very Low	Lower	117	Orange	-96.4	13.7	Increased	Red	-96.3	1.8	Maintained	Lower
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	0	--	--	21.9	High	--	0	--	--	--	--	Green	20.8	-1.2	Maintained	--

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

ELA Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%	100%	100%	100%	99%	--	100%	100%	99%	--	99%	98%	--	--
Participation Rate Met 2022 *	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	99%	100%	100%	100%	100%	--	100%	100%	99%	--	100%	98%	--	--
Participation Rate Met 2023	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--

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

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

Data Sources: California School Dashboard Research data files 2023

KIPP Corazon Academy

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.
Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
E	5	7553	KIPP Corazon Academy	All Students	683	-57.2	Low	-51.7	Low	Lower	698	Yellow	-50.8	6.3	Increased	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-90.4	Low	--	*	No Color	--	--	No Change Level	Yellow	-87.3	4.6	Increased	--
				Asian	*	-	No Performance Level	48.4	Very High	--	*	No Color	--	--	No Change Level	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	206	-84.5	Low	-92.0	Low	Higher	183	Orange	-85.3	-0.8	Maintained	Orange	-93.4	-1.4	Maintained	Higher
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	669	-56.6	Low	-83.4	Low	Higher	685	Yellow	-49.5	7.1	Increased	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	576	-64.1	Low	-84.0	Low	Higher	610	Yellow	-57.1	7.0	Increased	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	100	-141.8	Very Low	-130.8	Very Low	Lower	116	Orange	-117.8	24.0	Increased Significantly	Orange	-127.3	5.5	Increased	Higher
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	0	--	--	-13.4	Medium	--	0	--	--	--	--	Yellow	-11.1	2.3	Maintained	--

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

Math Participation Rate By Student Group														
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%	100%	100%	90%	99%	--	100%	100%	99%	--	99%	98%	--	--
Participation Rate Met 2022 *	Yes	Yes	Yes	No	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	99%	100%	100%	100%	100%	--	100%	100%	99%	--	100%	97%	--	--
Participation Rate Met 2023	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files 2023

KIPP Corazon Academy

English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 School			2022 State			2023 School					2023 State				
					Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
E	5	7553	KIPP Corazon Academy	English Learner	178	51.1%	Medium	50.3%	Medium	Higher	213	Orange	43.7%	-7.5%	Declined	Yellow	48.7%	-1.6%	Maintained	Lower

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

ELPAC Participation

Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation Rate Met
2022	243	241	99.2%	Yes
2023	261	260	100.0%	Yes

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

2022 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
KIPP Corazon Academy		State
ELs Who Progressed at Least One ELPI Level	48.3%	47.5%
ELs Who Maintained ELPI Level 4	2.8%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	32.0%	31.4%
ELs Who Decreased at Least One ELPI Level	16.9%	18.3%

2023 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
KIPP Corazon Academy		State
ELs Who Progressed at Least One ELPI Level	42.7%	46.4%
ELs Who Maintained ELPI Level 4	0.9%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	29.6%	32.7%
ELs Who Decreased at Least One ELPI Level	26.8%	18.6%

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

Data Sources: California School Dashboard Research data files 2023

KIPP Corazon Academy

Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

Chronic Absenteeism - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
E	5	7553	KIPP Corazon Academy	All Students	1,048	16.7%	High	30.0%	Very High	Lower	1,066	Red	38.4%	21.7%	Increased Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	*	--	No Performance Level	11.5%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	10.1%	-1.4	Declined	--
				Black or African American	12	33.3%	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	264	11.4%	High	33.6%	Very High	Lower	286	Red	37.8%	26.4%	Increased Significantly	Yellow	26.3%	-7.3	Declined Significantly	Higher
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	1,026	16.4%	High	35.8%	Very High	Lower	1,041	Red	38.0%	21.7%	Increased Significantly	Yellow	28.4%	-7.4	Declined Significantly	Higher
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	889	17.8%	High	37.4%	Very High	Lower	921	Red	39.5%	21.7%	Increased Significantly	Yellow	29.9%	-7.5	Declined Significantly	Higher
				Students with Disabilities	151	21.9%	Very High	39.6%	Very High	Lower	173	Red	43.4%	21.5%	Increased Significantly	Yellow	33.1%	-6.5	Declined Significantly	Higher
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	0	--	--	21.9%	Very High	--	0	--	--	--	--	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

KIPP Corazon Academy

Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
E	5	7553	KIPP Corazon Academy	All Students	1,059	0.0%	Very Low	3.1%	Medium	Lower	1,081	Blue	0.0%	0.0%	Maintained	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	*	--	No Performance Level	6.4%	High	--	*	No Color	--	--	No Change Level	Orange	7.4%	1.0%	Increased	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--	*	No Color	--	--	No Change Level	Green	1.1%	0.2%	Maintained	--
				Black or African American	12	0.0%	No Performance Level	7.9%	High	--	11	No Color	0.0%	0.0%	Maintained	Red	8.8%	0.9%	Increased	--
				English Learner	270	0.0%	Very Low	3.2%	Medium	Lower	290	Blue	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower
				Filipino	0	--	--	1.2%	Low	--	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	*	--	No Performance Level	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	1,037	0.0%	Very Low	3.3%	Medium	Lower	1,054	Blue	0.0%	0.0%	Maintained	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	898	0.0%	Very Low	4.0%	Medium	Lower	932	Blue	0.0%	0.0%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	152	0.0%	Very Low	5.4%	High	Lower	173	Blue	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	0	--	--	2.6%	Medium	--	0	--	--	--	--	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

KIPP Corazon Academy

Enrollment Report

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

2023-2024 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
E	5	7553	KIPP Corazon Academy	1,073	91.3%	0.0%	0.2%	0.8%	0.6%	25.1%	0.0%	0.4%	0.5%	97.6%	0.0%	0.0%	0.5%	91.3%	16.0%	0.0%	0.4%
			Statewide	5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
			Los Angeles Unified	529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
E	5	7553	KIPP Corazon Academy	1,056	85.5%	0.0%	0.2%	0.9%	0.9%	25.2%	0.0%	0.3%	0.0%	97.6%	0.0%	0.0%	0.5%	85.9%	14.7%	0.0%	0.0%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

KIPP Corazon Academy

RECLASSIFICATION RATES

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

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
E	5	7553	KIPP Corazon Academy	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Langauge Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

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

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

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

KIPP Corazon Academy

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

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

					2022-2023				2023-2024			
RG	BD	Loc Code	School	English Learners	School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
E	5	7553	KIPP Corazon Academy	LTEL 6+ Years	39	9.0%	226,535	11.1%	30	7.2%	211,218	18.1%
				At-Risk 4-5 Years	36	8.3%	144,190	7.1%	41	9.8%	136,190	9.6%
				EL 0-3 Years	150	34.5%	505,487	24.8%	136	32.5%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	41	9.4%	236,323	11.6%	62	14.8%	207,773	10.4%
				EL total	266	61.1%	1,112,535	54.5%	269	64.2%	1,074,833	53.8%
				RFEP	169	38.9%	927,723	45.5%	150	35.8%	924,460	46.2%
				Total (Ever)	435	100.0%	2,040,258	100.0%	419	100.0%	1,999,293	100.0%

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

KIPP Corazon Academy

Students with Disabilities Report

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

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
E	5	7553	KIPP Corazon Academy	1,073	172	16.0%
			Statewide	5,837,690	799,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
E	5	7553	KIPP Corazon Academy	1,056	155	14.7%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	5	7553	KIPP Corazon Academy	79.9%	20.1%	26	0	0	0	0	3	4	0	28	1	53	54	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	5	7553	KIPP Corazon Academy	83.2%	16.8%	19	0	0	0	0	2	4	0	21	1	50	58	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

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

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

KIPP Corazon Academy

KIPP Corazon Academy - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-27.8**	**-1.4**	**Orange**	**-13.2**	**Lower**
English Learner	Met	Orange	-64.8	1.8	Orange	-67.6	Higher
Latino	Met	Orange	-28.3	-2.6	Orange	-39.3	Higher
Long Term English Learner	Met	Red	-96.5	-5.3	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Orange	-34.0	-1.9	Orange	-40.9	Higher
Students with Disabilities	Met	Red	-102.3	-5.9	Red	-95.6	Lower

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

KIPP Corazon Academy - 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**	**-58.0**	**-7.1**	**Orange**	**-47.6**	**Lower**
English Learner	Met	Yellow	-82.2	3.1	Orange	-93.4	Higher
Latino	Met	Orange	-58.0	-8.5	Orange	-79.2	Higher
Long Term English Learner	Met	Orange	-140.5	11.9	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Orange	-63.7	-6.6	Orange	-78.2	Higher
Students with Disabilities	Met	Red	-128.8	-11.0	Red	-124.3	Lower

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

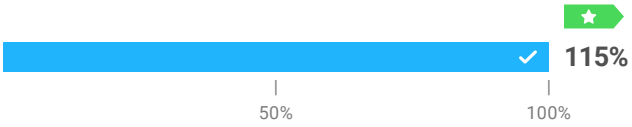
Diagnostic Growth

ATTACHMENT C

School	Kipp Corazon
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

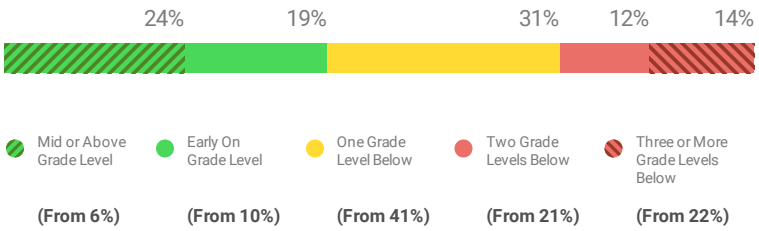
Students Assessed/Total: **621/1,025**

Progress to Annual Typical Growth (Median)



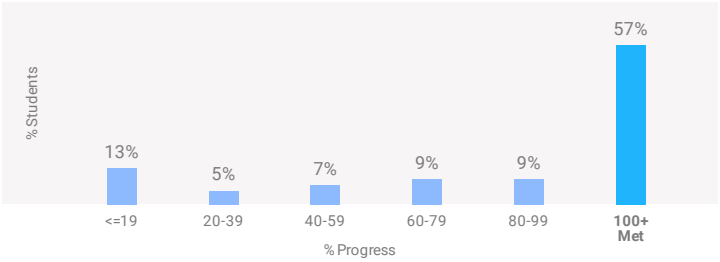
The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



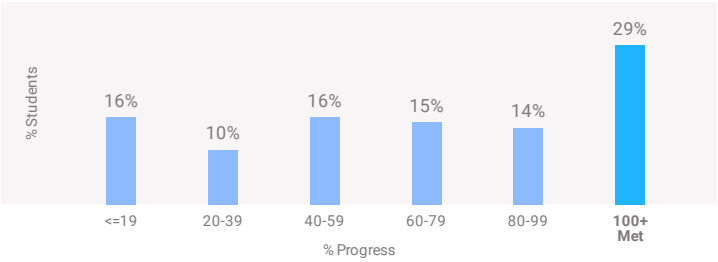
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: English Learner

Showing 27 of 27

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	Overall	100%	51%	73%	22%	64%	87/87
Grade K	Yes - English Learner	100%	52%	73%	12%	52%	25/25
Grade K	No - English Learner	99%	50%	73%	26%	69%	62/62
Grade 1	Overall	108%	56%	73%	31%	66%	109/111
Grade 1	Yes - English Learner	116%	58%	73%	34%	63%	38/39
Grade 1	No - English Learner	104%	55%	75%	30%	68%	71/72

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Diagnostic Growth

School	Kipp Corazon
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 2	Overall	92%	49%	66%	22%	57%	115/115
Grade 2	Yes - English Learner	118%	58%	69%	23%	45%	31/31
Grade 2	No - English Learner	90%	45%	64%	21%	61%	84/84
Grade 3	Overall	139%	67%	83%	38%	68%	112/113
Grade 3	Yes - English Learner	178%	74%	86%	41%	67%	39/39
Grade 3	No - English Learner	127%	63%	75%	37%	68%	73/74
Grade 4	Overall	160%	74%	85%	42%	67%	113/113
Grade 4	Yes - English Learner	113%	62%	52%	21%	59%	29/29
Grade 4	No - English Learner	176%	79%	99%	50%	70%	84/84
Grade 5	Overall	110%	55%	47%	23%	59%	22/130
Grade 5	Yes - English Learner	110%	55%	47%	23%	59%	22/23
Grade 5	[redacted]						
Grade 6	Overall	0%	24%	0%	5%	10%	21/123
Grade 6	Yes - English Learner	0%	24%	0%	5%	10%	21/24
Grade 6	[redacted]						
Grade 7	Overall	18%	42%	6%	13%	38%	24/121
Grade 7	Yes - English Learner	18%	38%	6%	14%	38%	21/23

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Diagnostic Growth

School	Kipp Corazon
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	[redacted]						
Grade 8	Overall	156%	56%	56%	11%	50%	18/112
Grade 8	Yes - English Learner	200%	56%	72%	13%	56%	16/17
Grade 8	[redacted]						

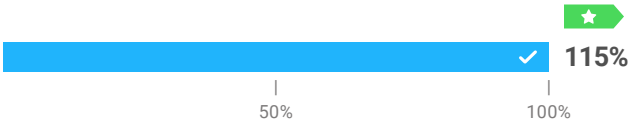
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Diagnostic Growth

School	Kipp Corazon
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

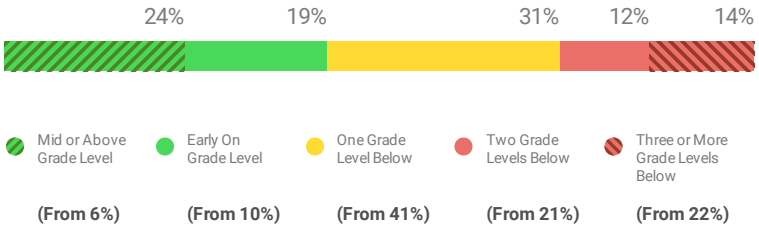
Students Assessed/Total: **621/1,025**

Progress to Annual Typical Growth (Median)



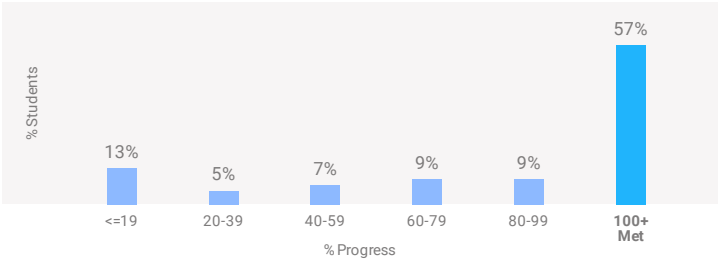
The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



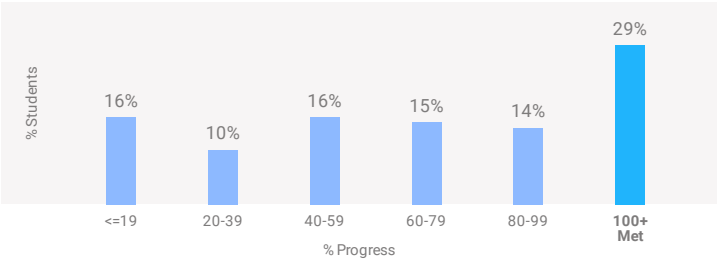
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Economically Disadvantaged

Showing 32 of 32

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	Overall	100%	51%	73%	22%	64%	87/87
Grade K	Yes - Economically Disadvantaged	104%	53%	76%	23%	64%	78/78
Grade K	[redacted]						
Grade K							
Grade 1	Overall	108%	56%	73%	31%	66%	109/111
Grade 1	Yes - Economically Disadvantaged	114%	59%	76%	33%	70%	103/105

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Diagnostic Growth

School	Kipp Corazon
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	[redacted]						
Grade 1							
Grade 2	Overall	92%	49%	66%	22%	57%	115/115
Grade 2	Yes - Economically Disadvantaged	103%	52%	69%	23%	56%	104/104
Grade 2	[redacted]						
Grade 2							
Grade 3	Overall	139%	67%	83%	38%	68%	112/113
Grade 3	Yes - Economically Disadvantaged	150%	68%	83%	40%	68%	102/102
Grade 3	[redacted]						
Grade 3							
Grade 4	Overall	160%	74%	85%	42%	67%	113/113
Grade 4	Yes - Economically Disadvantaged	164%	75%	85%	43%	69%	96/96
Grade 4	[redacted]						
Grade 4	Not Reported	140%	69%	80%	38%	54%	13/13
Grade 5	Overall	110%	55%	47%	23%	59%	22/130
Grade 5	Yes - Economically Disadvantaged	110%	55%	47%	23%	59%	22/116
Grade 5	[redacted]						

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Diagnostic Growth

School	Kipp Corazon
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	Overall	0%	24%	0%	5%	10%	21/123
Grade 6	Yes - Economically Disadvantaged	0%	24%	0%	5%	10%	21/117
Grade 6	[redacted]						
Grade 7	Overall	18%	42%	6%	13%	38%	24/121
Grade 7	Yes - Economically Disadvantaged	9%	41%	3%	14%	32%	22/112
Grade 7	[redacted]						
Grade 8	Overall	156%	56%	56%	11%	50%	18/112
Grade 8	Yes - Economically Disadvantaged	111%	53%	40%	12%	47%	17/103
Grade 8	[redacted]						

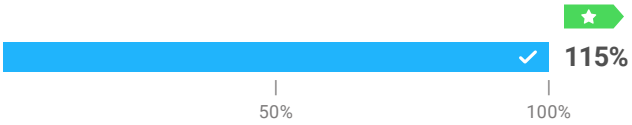
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Diagnostic Growth

School	Kipp Corazon
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

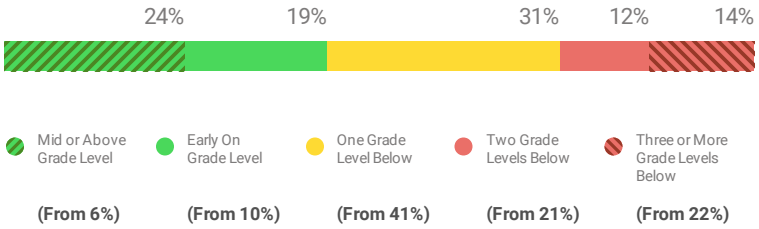
Students Assessed/Total: **621/1,025**

Progress to Annual Typical Growth (Median)



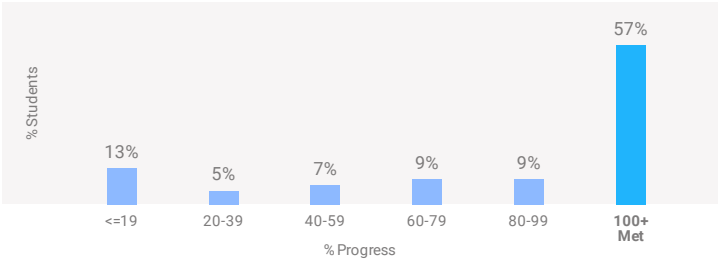
The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



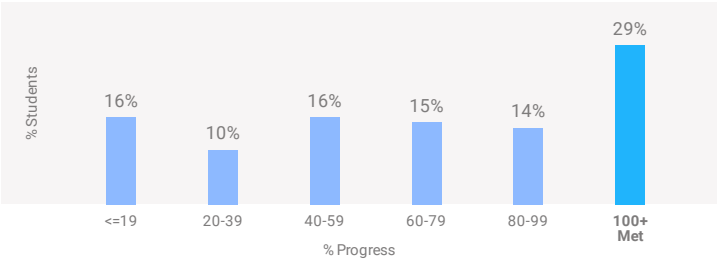
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Hispanic or Latino

Showing 26 of 26

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	Overall	100%	51%	73%	22%	64%	87/87
Grade K	Yes - Hispanic or Latino	104%	53%	76%	23%	67%	83/83
Grade K	[redacted]						
Grade 1	Overall	108%	56%	73%	31%	66%	109/111
Grade 1	Yes - Hispanic or Latino	107%	56%	73%	31%	64%	104/106
Grade 1	[redacted]						

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Diagnostic Growth

School	Kipp Corazon
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 2	Overall	92%	49%	66%	22%	57%	115/115
Grade 2	Yes - Hispanic or Latino	91%	48%	65%	21%	56%	113/113
Grade 2	[redacted]						
Grade 3	Overall	139%	67%	83%	38%	68%	112/113
Grade 3	Yes - Hispanic or Latino	141%	68%	83%	39%	69%	109/110
Grade 3	[redacted]						
Grade 4	Overall	160%	74%	85%	42%	67%	113/113
Grade 4	Yes - Hispanic or Latino	168%	76%	85%	43%	68%	111/111
Grade 4	[redacted]						
Grade 5	Overall	110%	55%	47%	23%	59%	22/130
Grade 5	Yes - Hispanic or Latino	110%	55%	47%	23%	59%	22/130
Grade 6	Overall	0%	24%	0%	5%	10%	21/123
Grade 6	Yes - Hispanic or Latino	0%	24%	0%	5%	10%	21/118
Grade 6	[redacted]						
Grade 7	Overall	18%	42%	6%	13%	38%	24/121
Grade 7	Yes - Hispanic or Latino	18%	42%	6%	13%	38%	24/119

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Diagnostic Growth

School	Kipp Corazon
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	[redacted]						
Grade 8	Overall	156%	56%	56%	11%	50%	18/112
Grade 8	Yes - Hispanic or Latino	156%	56%	56%	11%	50%	18/110
Grade 8	[redacted]						

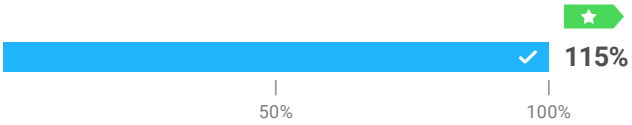
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Diagnostic Growth

School	Kipp Corazon
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

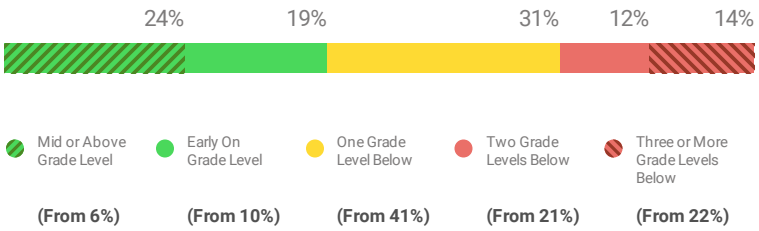
Students Assessed/Total: **621/1,025**

Progress to Annual Typical Growth (Median)



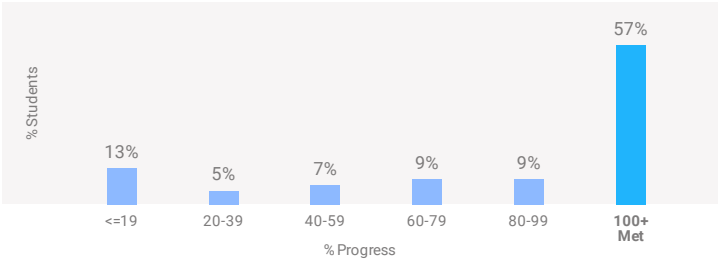
The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



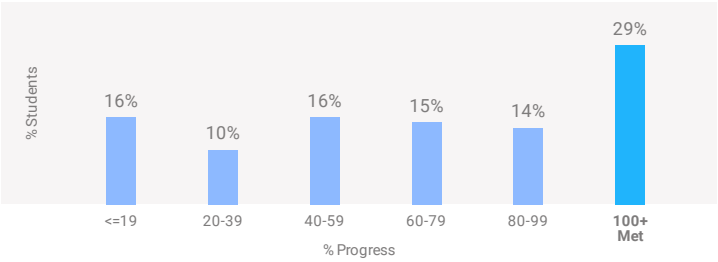
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: **Grade**

Secondary Demographic to Show Results By: **Special Education**

Showing 27 of 27

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	Overall	100%	51%	73%	22%	64%	87/87
Grade K	[redacted]						
Grade K	No - Special Education	102%	51%	75%	21%	66%	82/82
Grade 1	Overall	108%	56%	73%	31%	66%	109/111
Grade 1	Yes - Special Education	76%	0%	53%	0%	23%	13/14
Grade 1	No - Special Education	120%	64%	79%	35%	72%	96/97

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Diagnostic Growth

School	Kipp Corazon
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 2	Overall	92%	49%	66%	22%	57%	115/115
Grade 2	Yes - Special Education	84%	29%	46%	18%	41%	17/17
Grade 2	No - Special Education	103%	52%	71%	22%	59%	98/98
Grade 3	Overall	139%	67%	83%	38%	68%	112/113
Grade 3	Yes - Special Education	136%	70%	76%	22%	67%	27/27
Grade 3	No - Special Education	141%	66%	83%	44%	68%	85/86
Grade 4	Overall	160%	74%	85%	42%	67%	113/113
Grade 4	Yes - Special Education	100%	53%	50%	32%	53%	19/19
Grade 4	No - Special Education	173%	79%	89%	45%	70%	94/94
Grade 5	Overall	110%	55%	47%	23%	59%	22/130
Grade 5	[redacted]						
Grade 5	No - Special Education	130%	60%	55%	27%	60%	15/106
Grade 6	Overall	0%	24%	0%	5%	10%	21/123
Grade 6	[redacted]						
Grade 6	No - Special Education	0%	7%	0%	0%	0%	15/98
Grade 7	Overall	18%	42%	6%	13%	38%	24/121

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Diagnostic Growth

School	Kipp Corazon
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	[redacted]						
Grade 7	No - Special Education	0%	33%	0%	13%	33%	15/94
Grade 8	Overall	156%	56%	56%	11%	50%	18/112
Grade 8	[redacted]						
Grade 8	No - Special Education	200%	55%	72%	9%	55%	11/93

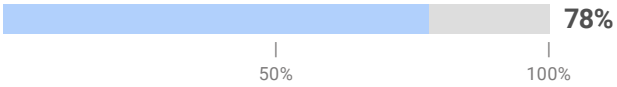
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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

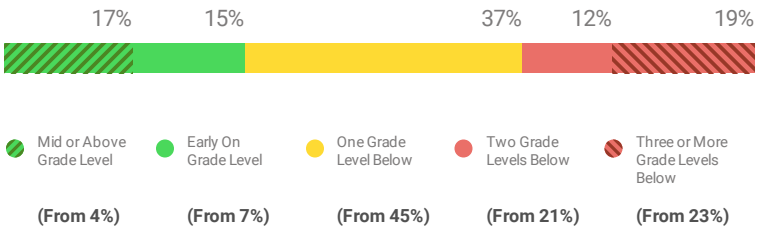
Students Assessed/Total: **1,017/1,025**

Progress to Annual Typical Growth (Median)



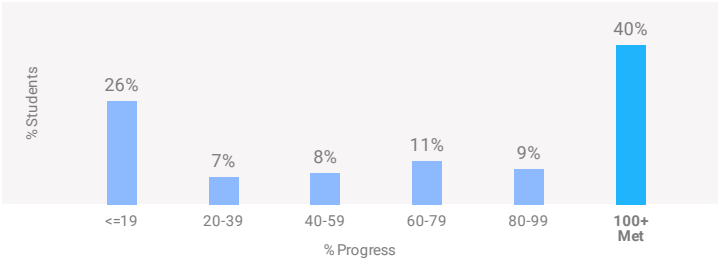
The median percent progress towards Typical Growth for this school is 78%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



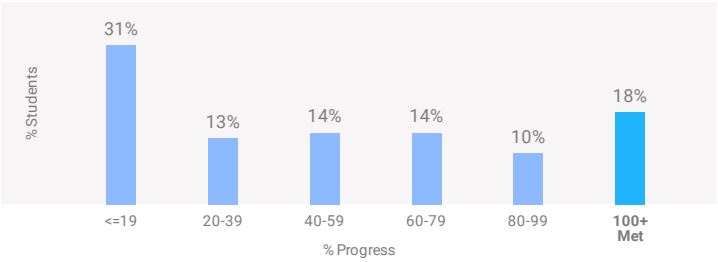
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: English Learner

Showing 27 of 27

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	Overall	116%	62%	95%	41%	55%	87/87
Grade K	Yes - English Learner	122%	72%	100%	52%	48%	25/25
Grade K	No - English Learner	113%	58%	93%	37%	58%	62/62
Grade 1	Overall	100%	50%	75%	35%	52%	108/111
Grade 1	Yes - English Learner	117%	57%	79%	38%	46%	37/39
Grade 1	No - English Learner	86%	46%	68%	34%	55%	71/72

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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 2	Overall	112%	60%	75%	27%	72%	115/115
Grade 2	Yes - English Learner	117%	65%	75%	16%	77%	31/31
Grade 2	No - English Learner	108%	58%	74%	31%	70%	84/84
Grade 3	Overall	108%	57%	73%	20%	77%	112/113
Grade 3	Yes - English Learner	126%	72%	79%	26%	77%	39/39
Grade 3	No - English Learner	96%	49%	67%	16%	77%	73/74
Grade 4	Overall	100%	51%	62%	18%	75%	112/113
Grade 4	Yes - English Learner	75%	31%	39%	14%	66%	29/29
Grade 4	No - English Learner	109%	58%	68%	19%	78%	83/84
Grade 5	Overall	50%	19%	26%	1%	43%	129/130
Grade 5	Yes - English Learner	44%	26%	23%	0%	39%	23/23
Grade 5	No - English Learner	50%	17%	27%	1%	44%	106/107
Grade 6	Overall	7%	23%	4%	3%	28%	121/123
Grade 6	Yes - English Learner	0%	9%	0%	0%	9%	22/24
Grade 6	No - English Learner	29%	26%	15%	4%	32%	99/99
Grade 7	Overall	0%	21%	0%	10%	26%	121/121
Grade 7	Yes - English Learner	0%	26%	0%	9%	30%	23/23

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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	No - English Learner	0%	20%	0%	10%	24%	98/98
Grade 8	Overall	14%	27%	6%	13%	28%	112/112
Grade 8	Yes - English Learner	0%	29%	0%	6%	35%	17/17
Grade 8	No - English Learner	17%	26%	6%	14%	26%	95/95

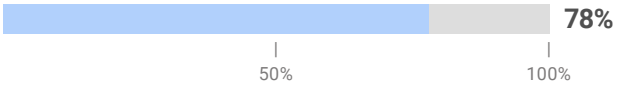
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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

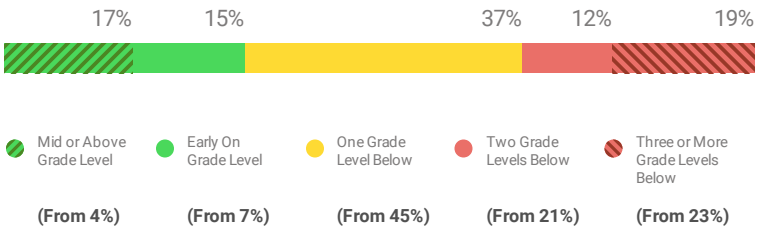
Students Assessed/Total: **1,017/1,025**

Progress to Annual Typical Growth (Median)



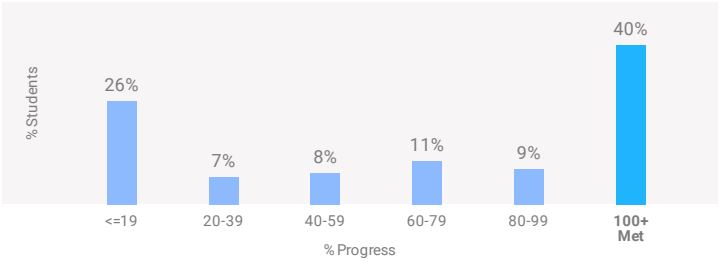
The median percent progress towards Typical Growth for this school is 78%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



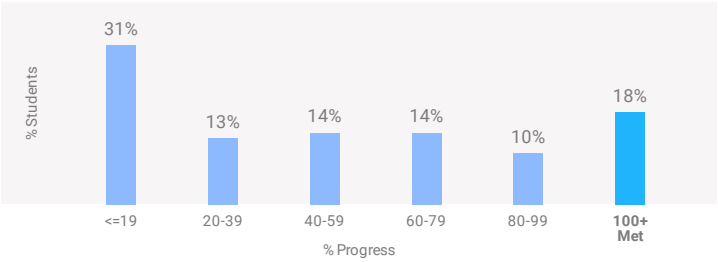
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Economically Disadvantaged

Showing 32 of 32

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	Overall	116%	62%	95%	41%	55%	87/87
Grade K	Yes - Economically Disadvantaged	119%	67%	97%	44%	56%	78/78
Grade K	[redacted]						
Grade K	[redacted]						
Grade 1	Overall	100%	50%	75%	35%	52%	108/111
Grade 1	Yes - Economically Disadvantaged	103%	50%	76%	36%	51%	103/105

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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	[redacted]						
Grade 1							
Grade 2	Overall	112%	60%	75%	27%	72%	115/115
Grade 2	Yes - Economically Disadvantaged	115%	63%	75%	28%	73%	104/104
Grade 2	[redacted]						
Grade 2							
Grade 3	Overall	108%	57%	73%	20%	77%	112/113
Grade 3	Yes - Economically Disadvantaged	108%	57%	73%	21%	77%	102/102
Grade 3	[redacted]						
Grade 3							
Grade 4	Overall	100%	51%	62%	18%	75%	112/113
Grade 4	Yes - Economically Disadvantaged	100%	51%	62%	18%	75%	96/96
Grade 4	[redacted]						
Grade 4	Not Reported	109%	54%	74%	23%	85%	13/13
Grade 5	Overall	50%	19%	26%	1%	43%	129/130
Grade 5	Yes - Economically Disadvantaged	45%	18%	24%	1%	43%	115/116
Grade 5	Not Reported	70%	21%	39%	0%	43%	14/14

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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	Overall	7%	23%	4%	3%	28%	121/123
Grade 6	Yes - Economically Disadvantaged	7%	23%	4%	3%	29%	115/117
Grade 6	[redacted]						
Grade 7	Overall	0%	21%	0%	10%	26%	121/121
Grade 7	Yes - Economically Disadvantaged	0%	21%	0%	10%	27%	112/112
Grade 7	[redacted]						
Grade 8	Overall	14%	27%	6%	13%	28%	112/112
Grade 8	Yes - Economically Disadvantaged	8%	27%	3%	14%	28%	103/103
Grade 8	[redacted]						

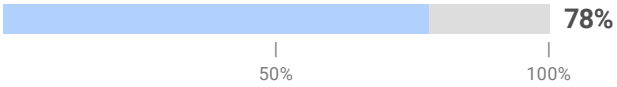
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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

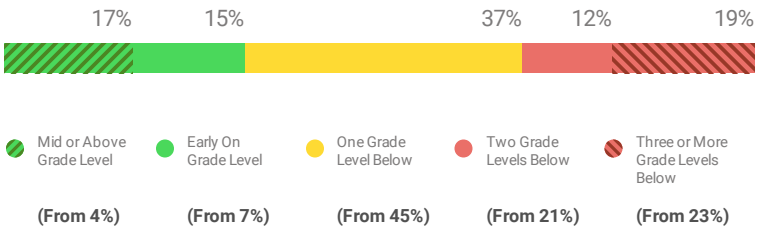
Students Assessed/Total: **1,017/1,025**

Progress to Annual Typical Growth (Median)



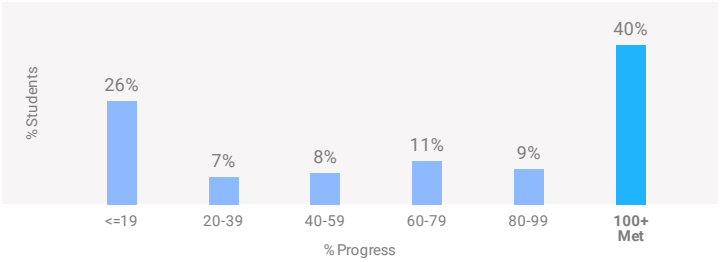
The median percent progress towards Typical Growth for this school is 78%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



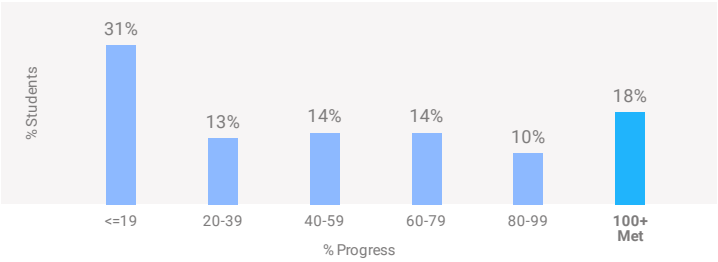
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Hispanic or Latino

Showing 26 of 26

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	Overall	116%	62%	95%	41%	55%	87/87
Grade K	Yes - Hispanic or Latino	119%	64%	97%	42%	58%	83/83
Grade K	[redacted]						
Grade 1	Overall	100%	50%	75%	35%	52%	108/111
Grade 1	Yes - Hispanic or Latino	103%	50%	76%	35%	50%	103/106
Grade 1	[redacted]						

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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 2	Overall	112%	60%	75%	27%	72%	115/115
Grade 2	Yes - Hispanic or Latino	115%	61%	75%	27%	73%	113/113
Grade 2	[redacted]						
Grade 3	Overall	108%	57%	73%	20%	77%	112/113
Grade 3	Yes - Hispanic or Latino	107%	57%	73%	19%	77%	109/110
Grade 3	[redacted]						
Grade 4	Overall	100%	51%	62%	18%	75%	112/113
Grade 4	Yes - Hispanic or Latino	100%	52%	63%	18%	75%	110/111
Grade 4	[redacted]						
Grade 5	Overall	50%	19%	26%	1%	43%	129/130
Grade 5	Yes - Hispanic or Latino	50%	19%	26%	1%	43%	129/130
Grade 6	Overall	7%	23%	4%	3%	28%	121/123
Grade 6	Yes - Hispanic or Latino	4%	22%	2%	3%	28%	116/118
Grade 6	[redacted]						
Grade 7	Overall	0%	21%	0%	10%	26%	121/121
Grade 7	Yes - Hispanic or Latino	0%	22%	0%	10%	26%	119/119

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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	[redacted]						
Grade 8	Overall	14%	27%	6%	13%	28%	112/112
Grade 8	Yes - Hispanic or Latino	14%	26%	6%	12%	27%	110/110
Grade 8	[redacted]						

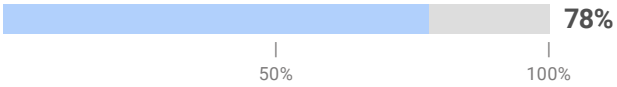
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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

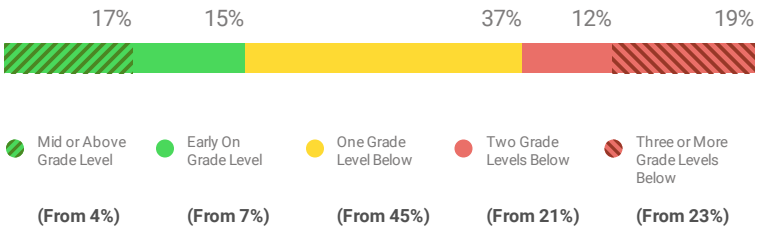
Students Assessed/Total: **1,017/1,025**

Progress to Annual Typical Growth (Median)



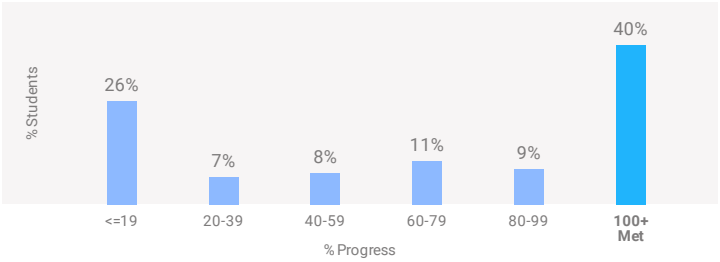
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Current Placement Distribution



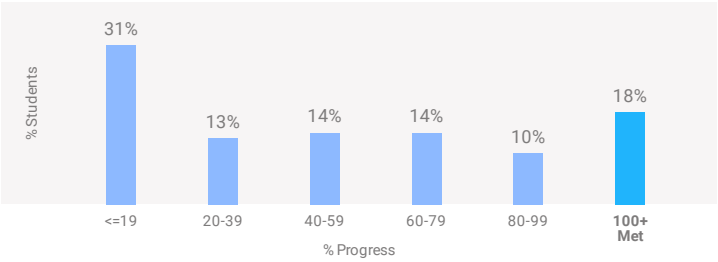
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Special Education

Showing 27 of 27

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	Overall	116%	62%	95%	41%	55%	87/87
Grade K	[redacted]						
Grade K	No - Special Education	118%	63%	96%	43%	57%	82/82
Grade 1	Overall	100%	50%	75%	35%	52%	108/111
Grade 1	Yes - Special Education	66%	25%	46%	17%	42%	12/14
Grade 1	No - Special Education	103%	53%	79%	38%	53%	96/97

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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 2	Overall	112%	60%	75%	27%	72%	115/115
Grade 2	Yes - Special Education	103%	53%	63%	12%	41%	17/17
Grade 2	No - Special Education	116%	61%	75%	30%	78%	98/98
Grade 3	Overall	108%	57%	73%	20%	77%	112/113
Grade 3	Yes - Special Education	107%	59%	67%	26%	67%	27/27
Grade 3	No - Special Education	108%	56%	74%	18%	80%	85/86
Grade 4	Overall	100%	51%	62%	18%	75%	112/113
Grade 4	Yes - Special Education	96%	47%	56%	21%	74%	19/19
Grade 4	No - Special Education	100%	52%	63%	17%	75%	93/94
Grade 5	Overall	50%	19%	26%	1%	43%	129/130
Grade 5	Yes - Special Education	53%	17%	28%	0%	42%	24/24
Grade 5	No - Special Education	50%	19%	26%	1%	44%	105/106
Grade 6	Overall	7%	23%	4%	3%	28%	121/123
Grade 6	Yes - Special Education	0%	17%	0%	4%	17%	24/25
Grade 6	No - Special Education	27%	25%	12%	3%	31%	97/98
Grade 7	Overall	0%	21%	0%	10%	26%	121/121

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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Yes - Special Education	0%	15%	0%	4%	11%	27/27
Grade 7	No - Special Education	0%	23%	0%	12%	30%	94/94
Grade 8	Overall	14%	27%	6%	13%	28%	112/112
Grade 8	Yes - Special Education	0%	26%	0%	0%	21%	19/19
Grade 8	No - Special Education	22%	27%	9%	15%	29%	93/93

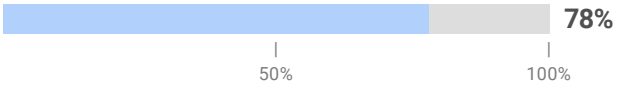
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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

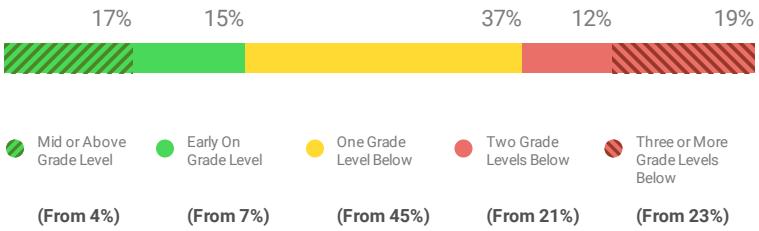
Students Assessed/Total: **1,017/1,025**

Progress to Annual Typical Growth (Median)



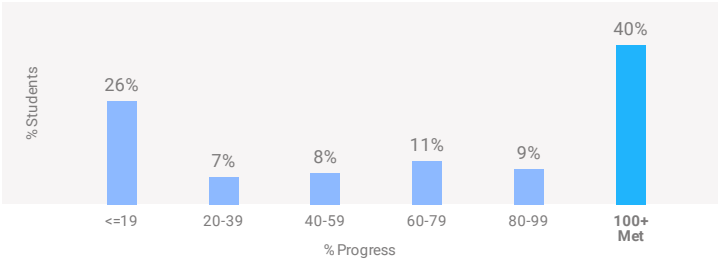
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Current Placement Distribution



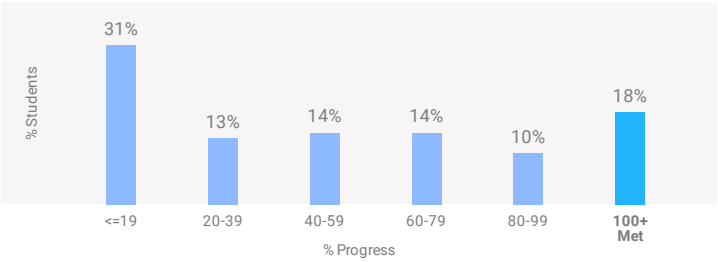
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	116%	62%	95%	41%	55%	87/87
Grade 1	100%	50%	75%	35%	52%	108/111
Grade 2	112%	60%	75%	27%	72%	115/115
Grade 3	108%	57%	73%	20%	77%	112/113
Grade 4	100%	51%	62%	18%	75%	112/113

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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	50%	19%	26%	1%	43%	129/130
Grade 6	7%	23%	4%	3%	28%	121/123
Grade 7	0%	21%	0%	10%	26%	121/121
Grade 8	14%	27%	6%	13%	28%	112/112

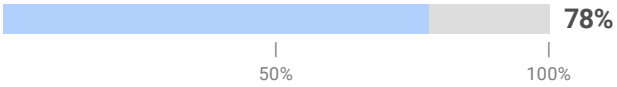
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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

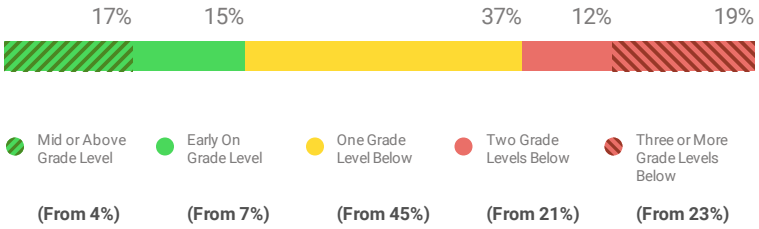
Students Assessed/Total: **1,017/1,025**

Progress to Annual Typical Growth (Median)



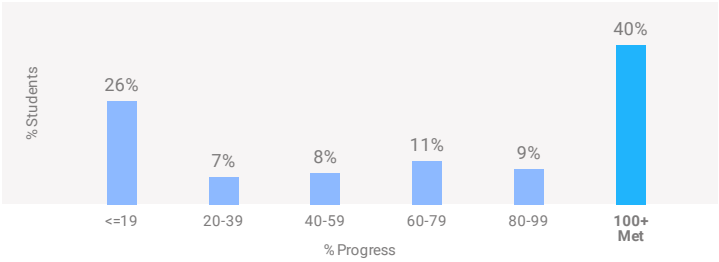
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Current Placement Distribution



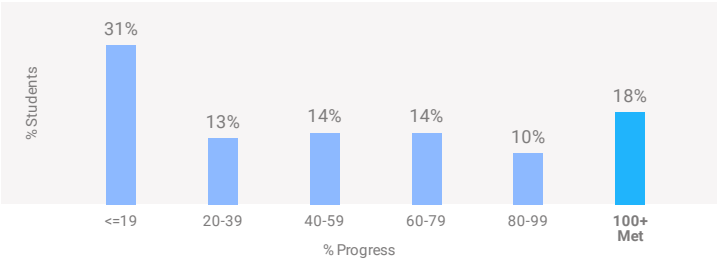
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

English Learner

Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	93%	47%	62%	20%	51%	246/250
No - English Learner	73%	38%	44%	17%	50%	771/775

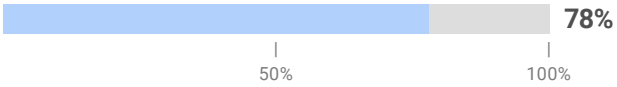
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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

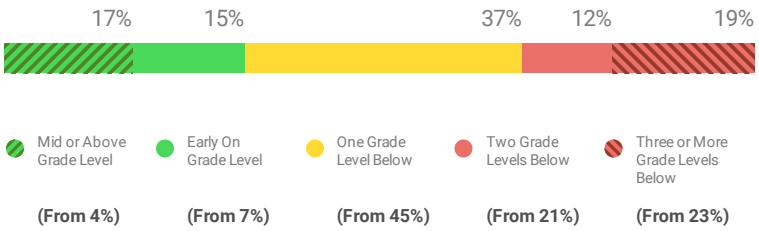
Students Assessed/Total: **1,017/1,025**

Progress to Annual Typical Growth (Median)



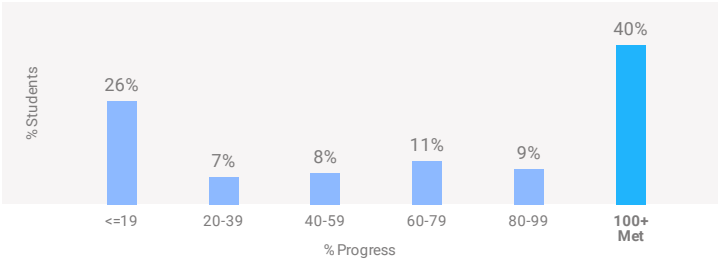
The median percent progress towards Typical Growth for this school is 78%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



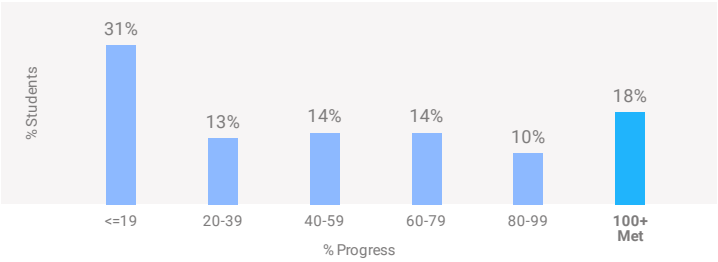
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Economically Disadvantaged

Showing 3 of 3

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	78%	40%	47%	18%	50%	928/933
No - Economically Disadvantaged	[redacted]					
Not Reported	81%	36%	55%	11%	51%	81/81

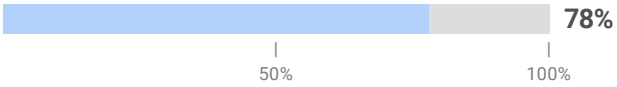
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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

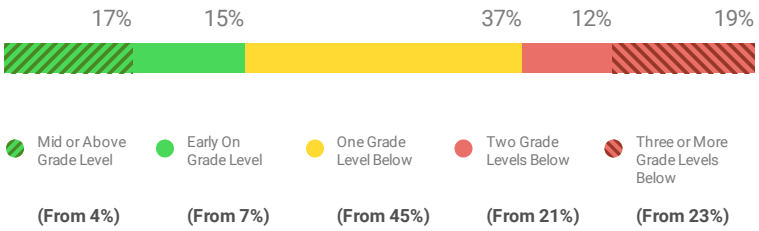
Students Assessed/Total: **1,017/1,025**

Progress to Annual Typical Growth (Median)



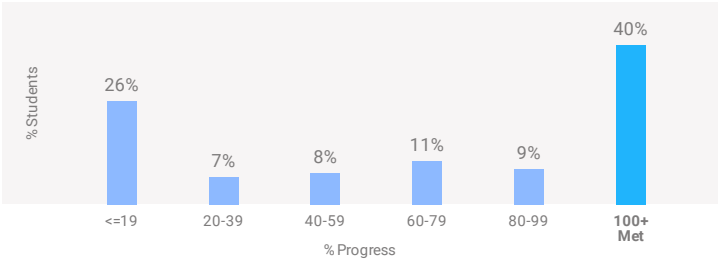
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Current Placement Distribution



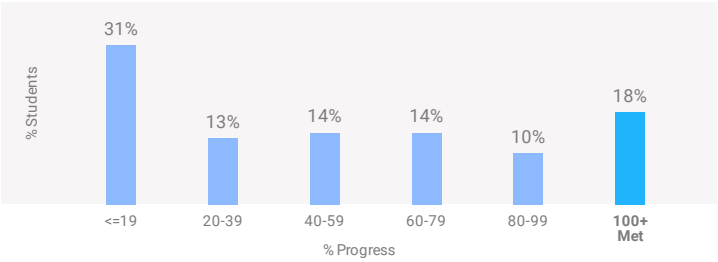
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Hispanic or Latino

Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Hispanic or Latino	78%	40%	48%	17%	50%	992/1,000
No - Hispanic or Latino	53%	32%	44%	24%	48%	25/25

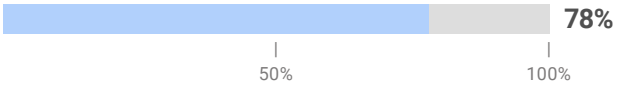
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Diagnostic Growth

School	Kipp Corazon
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

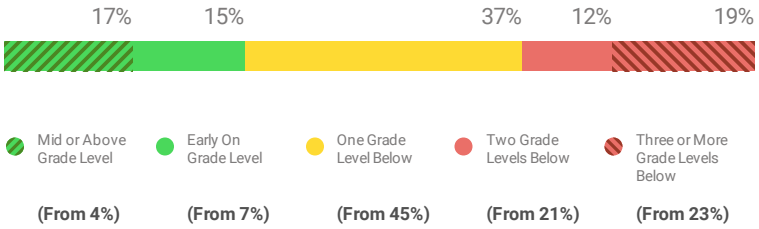
Students Assessed/Total: **1,017/1,025**

Progress to Annual Typical Growth (Median)



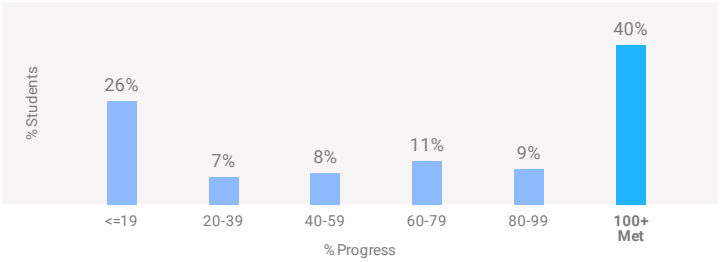
The median percent progress towards Typical Growth for this school is 78%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



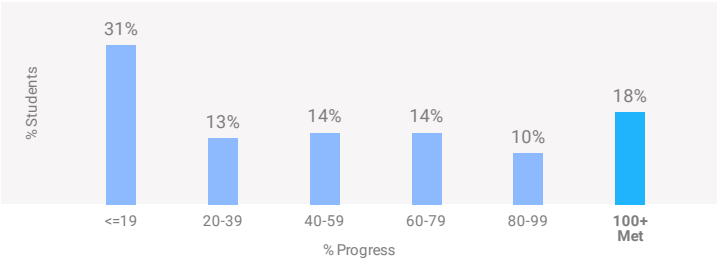
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Special Education

Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	59%	32%	33%	10%	38%	174/177
No - Special Education	83%	42%	52%	19%	53%	843/848

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School	Starting Reporting Period	Ending Reporting Period	Grade	Scale	Benchmark Type
Kipp Corazon Academy	**Fall 2023-2024**	**Spring 2023-2024**	**Four Grades**	**Star Unified Scale**	**School**

Grade

5

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (129 of 130 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
80	52	Pretest	982	3.7	24	35.2	3.6	-
		Posttest	1011	4.4	28	38	4.1	-
		Change	**29**	**0.7**	**4**	**2.8**	**0.5**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

Grade
6

397

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (123 of 123 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
84	53	Pretest	1012	4.4	22	34	4.2	-
		Posttest	1036	5.1	24	35.3	4.7	-
		Change	**24**	**0.7**	**2**	**1.3**	**0.5**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

Grade

7

398

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (121 of 121 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
65	38	Pretest	1032	4.9	22	33.6	4.6	-
		Posttest	1042	5.3	21	32.8	4.8	-
		Change	**10**	**0.4**	**-1**	**-0.8**	**0.2**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

Grade

8

399

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (112 of 112 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
68	44	Pretest	1063	6.0	25	36	5.7	-
		Posttest	1067	6.1	24	35	5.9	-
		Change	**4**	**0.1**	**-1**	**-1**	**0.2**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

School	Starting Reporting Period	Ending Reporting Period	Grade	Any Characteristics	Scale	Benchmark Type
Kipp Corazon Academy	**Fall 2023-2024**	**Spring 2023-2024**	**Four Grades**	**English Learner**	**Star Unified Scale**	**School**

Grade

5

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (23 of 23 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
11	30	Pretest	916	2.6	7	18.8	2.2	-
		Posttest	936	2.9	8	19.7	2.7	-
		Change	**20**	**0.3**	**1**	**0.9**	**0.5**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

Grade
6

401

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (24 of 24 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
15	40	Pretest	958	3.3	8	20.1	3.1	-
		Posttest	985	3.8	7	19.6	3.6	-
		Change	**27**	**0.5**	**-1**	**-0.5**	**0.5**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

Grade
7

402

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (23 of 23 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
13	38	Pretest	981	3.7	8	19.7	3.5	-
		Posttest	1004	4.2	10	22.8	4.0	-
		Change	**23**	**0.5**	**2**	**3.1**	**0.5**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

Grade

8

403

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (17 of 17 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
		Posttest	987	3.8	5	16	3.6	-
		Change	**-7**	**0**	**-2**	**-2.3**	**-0.2**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

School	Starting Reporting Period	Ending Reporting Period	Grade	Any Characteristics	Scale	Benchmark Type
Kipp Corazon Academy	**Fall 2023-2024**	**Spring 2023-2024**	**Four Grades**	**Two Characteristics**	**Star Unified Scale**	**School**

Grade

5

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (115 of 116 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
71	52	Pretest	975	3.6	21	33.2	3.4	-
		Posttest	1004	4.2	25	35.8	4.0	-
		Change	**29**	**0.6**	**4**	**2.6**	**0.6**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

Grade

6

405

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (117 of 117 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
79	51	Pretest	1010	4.4	22	33.5	4.1	-
		Posttest	1034	5.0	23	34.6	4.7	-
		Change	**24**	**0.6**	**1**	**1.1**	**0.6**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

Grade

7

406

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (112 of 112 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
57	37	Pretest	1030	4.9	21	32.9	4.6	-
		Posttest	1038	5.1	19	31.8	4.8	-
		Change	**8**	**0.2**	**-2**	**-1.1**	**0.2**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

Grade

8

407

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (103 of 103 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
61	42	Pretest	1060	5.9	24	35.2	5.6	-
		Posttest	1063	6.0	22	34	5.7	-
		Change	**3**	**0.1**	**-2**	**-1.2**	**0.1**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

School	Starting Reporting Period	Ending Reporting Period	Ethnicities	Grade	Scale	Benchmark Type
Kipp Corazon Academy	**Fall 2023-2024**	**Spring 2023-2024**	**Hispanic**	**Four Grades**	**Star Unified Scale**	**School**

Grade

5

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (129 of 130 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
80	52	Pretest	982	3.7	24	35.2	3.6	-
		Posttest	1011	4.4	28	38	4.1	-
		Change	**29**	**0.7**	**4**	**2.8**	**0.5**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

Grade
6

409

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (118 of 118 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
80	52	Pretest	1012	4.4	23	34.1	4.2	-
		Posttest	1036	5.1	24	35.4	4.7	-
		Change	**24**	**0.7**	**1**	**1.3**	**0.5**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

Grade

7

410

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (119 of 119 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
63	38	Pretest	1032	4.9	22	33.6	4.6	-
		Posttest	1041	5.2	21	32.7	4.8	-
		Change	**9**	**0.3**	**-1**	**-0.9**	**0.2**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

Grade

8

411

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (110 of 110 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
66	43	Pretest	1062	5.9	25	35.7	5.7	-
		Posttest	1066	6.1	23	34.7	5.9	-
		Change	**4**	**0.2**	**-2**	**-1.1**	**0.2**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

School	Starting Reporting Period	Ending Reporting Period	Grade	Any Characteristics	Scale	Benchmark Type
Kipp Corazon Academy	**Fall 2023-2024**	**Spring 2023-2024**	**Four Grades**	**Special Education**	**Star Unified Scale**	**School**

Grade

5

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (24 of 24 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
14	46	Pretest	908	2.5	6	17.7	2.1	-
		Posttest	937	3.0	8	20.4	2.7	-
		Change	**29**	**0.5**	**2**	**2.7**	**0.6**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

Grade
6

413

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (25 of 25 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
16	51	Pretest	965	3.4	8	20.4	3.2	-
		Posttest	986	3.8	9	21.5	3.6	-
		Change	**21**	**0.4**	**1**	**1.1**	**0.4**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

Grade
7

414

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (27 of 27 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
15	39	Pretest	963	3.4	6	17.1	3.2	-
		Posttest	978	3.7	7	18.4	3.5	-
		Change	**15**	**0.3**	**1**	**1.3**	**0.3**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

Grade

8

415

Score Definitions

SGP: Student Growth Percentile **ZPD:** Zone of Proximal Development **GE:** Grade Equivalent **NCE:** Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency **SS:** Scaled Score **PR:** Percentile Rank **IRL:** Instructional Reading Level

Star Reading

Summary (19 of 19 Students)

SGP *(Expectation = 35)*								
Met Expectations	Median	Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF[a]
12	38	Pretest	973	3.6	5	15.9	3.4	-
		Posttest	976	3.6	6	16.7	3.4	-
		Change	**3**	**0.0**	**1**	**0.8**	**0.0**	**-**

[a] Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

[b] The test was completed in a long period of time.

ATTACHMENT D
KIPP Corazon Academy
Resident Schools Data Set

Academic Performance Medians- English Language Arts

KIPP Corazón Academy 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**684**	**Low**	**-27.8**	**11,115**	**Low**	**-52.5**	**Higher**
Latino	669	Low	-27.2	10,263	Low	-51.3	Higher
English Learner	207	Low	-63.4	3,777	Very Low	-89.9	Higher
Socioeconomically Disadvantaged	577	Low	-33.1	10,738	Low	-53.9	Higher
Students with Disabilities	100	Very Low	-110.1	1,320	Very Low	-129.8	Higher

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

KIPP Corazón Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**699**	**Orange**	**-26.4**	**13,303**	**Orange**	**-52.5**	**Higher**
Latino	686	Orange	-25.7	12,326	Orange	-51.5	Higher
English Learner	183	Orange	-66.7	4,232	Orange	-85.9	Higher
Socioeconomically Disadvantaged	611	Orange	-32.1	12,055	Orange	-54.0	Higher
Students with Disabilities	117	Orange	-96.4	1,732	Red	-124.7	Higher

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

KIPP Corazón Academy 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	**698**	**Orange**	**-27.8**	**11,806**	**Orange**	**-46.9**	**Higher**
Latino	684	Orange	-28.3	10,946	Yellow	-43.8	Higher
English Learner	203	Orange	-64.8	4,112	Orange	-69.9	Higher

KIPP Corazon Academy
Resident Schools Data Set

KIPP Corazón Academy 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)
Long Term English Learner	46	Red	-96.5	580	Red	-129.2	Higher
Socioeconomically Disadvantaged	642	Orange	-34.0	11,228	Yellow	-47.9	Higher
Students with Disabilities	138	Red	-102.3	1,722	Red	-126.3	Higher

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

Academic Performance Medians- Math

KIPP Corazón Academy 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	**683**	**Low**	**-57.2**	**11,092**	**Low**	**-78.0**	**Higher**
Latino	669	Low	-56.6	10,248	Low	-74.2	Higher
English Learner	206	Low	-84.5	3,775	Low	-92.0	Higher
Socioeconomically Disadvantaged	576	Low	-64.1	10,713	Low	-78.5	Higher
Students with Disabilities	100	Very Low	-141.8	1,314	Very Low	-148.8	Higher

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

KIPP Corazón Academy 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	**698**	**Yellow**	**-50.8**	**13,284**	**Yellow**	**-59.0**	**Higher**
Latino	685	Yellow	-49.5	12,308	Yellow	-58.4	Higher
English Learner	183	Orange	-85.3	4,226	Orange	-79.4	Lower
Socioeconomicall y Disadvantaged	610	Yellow	-57.1	12,037	Yellow	-60.9	Higher
Students with Disabilities	116	Orange	-117.8	1,727	Orange	-139.5	Higher

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

KIPP Corazon Academy
Resident Schools Data Set

KIPP Corazón Academy 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	**698**	**Orange**	**-58.0**	**11,901**	**Orange**	**-62.5**	**Higher**
Latino	684	Orange	-58.0	11,034	Orange	-57.6	Lower
English Learner	203	Yellow	-82.2	4,208	Orange	-77.7	Lower
Long Term English Learner	46	Orange	-140.5	577	Red	-177.6	Higher
Socioeconomically Disadvantaged	642	Orange	-63.7	11,319	Orange	-63.7	Same
Students with Disabilities	138	Red	-128.8	1,718	Orange	-141.7	Higher

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

ATTACHMENT E

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
KIPP CORAZÓN ACADEMY
BOARD OF EDUCATION REPORT 154-24/25
January 14, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2025 until June 30, 2030 to serve up to 1042 students in grades TK-8 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of KIPP Corazón Academy for five (5) years beginning July 1, 2025, until June 30, 2030.

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

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

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

PREPARED BY:

JOSÉ SALAS
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

Return to Order of Business

TAB 19

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-155-24/25, **Version:** 1

Approval of the Renewal Petition for KIPP Philosophers Academy [PUBLIC HEARING]
January 14, 2025
Charter Schools Division

Action Proposed:
Approve the renewal petition for KIPP Philosophers Academy ("Charter School"), located in Board District 7 and Region South, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 450 students in grades 5-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
KIPP Philosophers Academy is a 5-8 school currently serving 395 students on a private facility at 1999 E. 102nd Street, Los Angeles, CA, 90002, in Board District 7 and Region South. KIPP Philosophers Academy was originally approved by the LAUSD Board of Education on October 4, 2011. On November 15, 2016, the charter school was renewed for a five-year term to serve 450 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for KIPP Philosophers Academy expires June 30, 2025.

On October 17, 2024, KIPP Philosophers Academy submitted its charter renewal petition application to the Charter Schools Division, seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through January 15, 2025.

An initial Public Hearing will be held on December 10, 2024.

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

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

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

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

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

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

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

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

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

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 155, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

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

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

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

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

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

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

Equity Impact:
Not applicable

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - KIPP Philosophers Academy Data Set
Attachment C - Verified Data Reports
Attachment D - KIPP Philosophers Academy RSM Data
Attachment E - Desegregation Impact Statement

Budget and Petition will be available prior to the board meeting at the following link:
https://drive.google.com/drive/folders/1ayOb4VNQBIse2sKej7dJRzTLruj7eRqN?usp=drive_link

Informatives:
Not applicable

Submitted:
12/10/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

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ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 155-24/25
January 14, 2025

School Name:	**KIPP Philosophers Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **January 15, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**KIPP SoCal Public Schools**		
Location Code:	**5188**		
Type of Site(s):	**Private**		
Site Address(es):	**1999 E. 102nd Street, Los Angeles, CA 90002**		
Board District(s):	**7**	Region(s):	**South**
Grade Levels Served:	**5-8**	Current Enrollment:	**395**
Grade Levels Authorized in Current Charter:	**5-8**	Approved Enrollment in Current Charter:	**450**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2025-2030)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for KIPP Philosophers Academy ("KIPP Philosophers" or "Charter School"), located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 450 students in grades 5-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

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

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

Charter Petition Requirement:

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	KIPP Philosophers Academy
Initial Authorization:	On October 4, 2011, KIPP Philosophers Academy (formerly named KIPP Charter Middle School #4) was authorized by the LAUSD Board of Education to serve 490 students in grades 5-8.

	KIPP Philosophers Academy
Most Recent Renewal	The charter was renewed on November 15, 2016, for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 450 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for KIPP Philosophers Academy expires June 30, 2025.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on October 26, 2021, to add an admission preference.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	KIPP Philosophers Academy submitted its renewal petition application on October 17, 2024. The 90-day statutory timeline for Board action on the petition runs through January 15, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	KIPP Philosophers Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	KIPP Philosophers Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

KIPP Philosophers Academy is operated by KIPP SoCal Public Schools, a California nonprofit public benefit corporation that also operates 14 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

KIPP Philosophers Academy has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable. The charter school attained measurable increases in academic achievement schoolwide and for all numerically significant student groups based on the California School Dashboard; however, the charter school's Distance from Standard (DFS) is below the state schoolwide and for a majority of its numerically significant subgroups. The charter school provided only one year of verified data desegregated by grade levels and student groups, demonstrating one year's progress in ELA and Math for all grade levels and the majority of student groups. A further analysis of Resident School Medians (RSM) compared to the charter school revealed that All Students and majority of its student groups outperformed the RSM in ELA in 2022 and 2023. In Math, in 2022, the charter school performed lower than the RSM and the majority of student groups. In 2023, the charter school was lower for All Students but higher for the majority of student groups. In 2024, the charter school was higher for All Students and student groups.

Please see the attached KIPP Philosophers Academy data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels 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.

KIPP Philosophers Academy Dashboard Indicators

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

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

c. English Language Arts Indicator

In 2022 and 2023 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and lower than the state for all numerically significant student groups. In 2024, the charter school's DFS was lower than the state for All Students, and lower for three of the six numerically significant student groups.

To continue to increase student outcomes in ELA, charter school leaders reported improving ELA outcomes by enhancing instructional coaching and feedback, using assessment data to inform interventions, strengthen the use of research-based strategies to improve teaching quality, and fostering collaboration between general and special education teams. The school reported that this comprehensive approach would strengthen teaching, align interventions with student needs, and promote continuous improvement.

KIPP Philosophers Academy - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-74.4**	**Low**	**-12.2**	**Lower**
Black or African American	Met	Very Low	-83.9	Low	-57.7	Lower
Latino	Met	Low	-67.7	Low	-38.6	Lower
English Learner	Met	Very Low	-74.6	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Very Low	-74.9	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-139.9	Very Low	-97.3	Lower

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

KIPP Philosophers Academy - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Red**	**-73.3**	**1.2**	**Orange**	**-13.6**	**Lower**
Black or African American	Met	Orange	-76.6	7.3	Orange	-59.6	Lower
Latino	Met	Red	-71.9	-4.2	Orange	-40.2	Lower
English Learner	Met	Red	-100.5	-25.9	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Red	-75.8	-0.8	Orange	-42.6	Lower
Students with Disabilities	Met	Orange	-128.6	11.3	Red	-96.3	Lower

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

KIPP Philosophers Academy - 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	Yellow	**-49.4**	23.9	**Orange**	**-13.2**	**Lower**
Black or African American	Met	Yellow	-63.1	13.5	Orange	-58.9	Lower
Latino	Met	Yellow	-39.0	32.9	Orange	-39.3	Higher
English Learner	Met	Yellow	-55.3	45.2	Orange	-67.6	Higher

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
Long-Term English Learner	Met	No Performance Color	-69.1	37.1	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-51.5	24.2	Orange	-40.9	Lower
Students with Disabilities	Met	Orange	-107.1	21.5	Red	-95.6	Lower

Data Sources: CA School Dashboard

d. Math Indicator

In 2022, 2023, and 2024, in Math, the charter school's DFS was lower than the state for All Students and lower than the state for all numerically significant student groups, with the exception of the Long-Term English Learner student group in 2024.

To continue to increase student outcomes in Math, charter school leaders report improving Math outcomes by building teacher and leader expertise through coaching, engaging in regional collaboration, using assessment data to guide instruction, conducting data conferences with students and families, and prioritizing teamwork between general and special education teams. The school reported that this strategic approach would foster collaboration, transparency, and data-driven practices to enhance student learning.

KIPP Philosophers Academy - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-145.7**	**Low**	**-51.7**	**Lower**
Black or African American	Met	Very Low	-154.3	Very Low	-106.9	Lower
Latino	Met	Very Low	-139.5	Low	-83.4	Lower
English Learner	Met	Very Low	-155.7	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-146.1	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-213.3	Very Low	-130.8	Lower

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

KIPP Philosophers Academy - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-136.4**	**9.3**	**Orange**	**-49.1**	**Lower**
Black or African American	Met	Orange	-146.3	8.0	Red	-104.5	Lower
Latino	Met	Orange	-130.5	9.0	Orange	-80.8	Lower
English Learner	Met	Orange	-150.2	5.5	Orange	-93.4	Lower

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	Met	Orange	-137.9	8.2	Yellow	-80.8	Lower
Students with Disabilities	Met	Orange	-174.3	39.0	Orange	-127.3	Lower

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

KIPP Philosophers Academy - 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**	**-103.9**	**32.5**	**Orange**	**-47.6**	**Lower**
Black or African American	Met	Orange	-123.7	22.5	Red	-102.2	Lower
Latino	Met	Yellow	-93.1	37.3	Orange	-79.2	Lower
English Learner	Met	Orange	-117.7	32.5	Orange	-93.4	Lower
Long-Term English Learner	Met	No Performance Color	-138.5	35.4	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Orange	-105.6	32.3	Orange	-78.2	Lower
Students with Disabilities	Met	Orange	-165.2	9.1	Red	-124.3	Lower

Data Sources: CA School Dashboard

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of High was higher than the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 and 2024 on the ELPI, the charter school's performance was higher than the state's color and the charter school's English Learner Progress Rate was higher than the state's rate in both years.

KIPP Philosophers Academy - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	58.8%	Medium	50.3%	Higher

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

KIPP Philosophers Academy - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	52.5%	-6.3%	Yellow	48.7%	Higher

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

KIPP Philosophers Academy - 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	---	Blue	71.2%	18.6%	Orange	45.7%	Higher
Long-Term English Learners	---	No Performance Color	73.0%	7.8%	Orange	45.8%	Higher

Data Sources: CA School Dashboard
--- As of the writing of this report, the 2024 Dashboard Participation Rate has not been publicly released

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for all numerically significant student groups. In 2023 and 2024, on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for all numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 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 2024.

k. Reclassification Rates
As of the writing of this report, reclassification data for 2021-2022 and2022-2023, have not been published by the state.

l. Additional Information
Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

see below for KIPP Philosophers Academy outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	*Developing*
2023-2024	*Developing*
Concerns	In 2022-2023 and 2023-2024, the ratings of *Developing* resulted from the average of Academic Indicators due to the school's performance on the CA State School Dashboard Indicators. The CSD continues to monitor KIPP Philosophers Academy's performance in this category as part of annual oversight.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Proficient*
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. (Ed. Code, § 47607.2(b)(3).)

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

KIPP Philosophers Academy submitted only one year of verified data for consideration as part of its renewal application.

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 "Spring (March 2- End of Year)" for grade levels and for the following student groups[1]: Socioeconomically Disadvantaged, Latino, African American, English Learner, Students with Disabilities, and White. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

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. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 325 students were assessed in Reading and 330 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." i-Ready's Median Progress to Typical Growth targets[2] identify schools as having met California Charter School growth expectations, based on Curriculum Associates' recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth."

Charter School provided 2023-2024 i-Ready data for grades 5-8. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates' published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year's progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, Grades 5-8 met one year's progress based on i-Ready's Median Progress to Typical Growth Targets. Charter School's submitted data also included data for six student groups (Socioeconomically Disadvantaged, Latino, African American, English Learner, Students with Disabilities, and White), and all six student groups with an n-size of eleven or more demonstrated one year's progress.

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Progress to Annual Typical Growth (Median)**	**One Year's Progress**
Grade 5	45	Grades K-5: 75%	142%	Met
Socioeconomically Disadvantaged	42	Grades K-5: 75%	144%	Met
Latino	22	Grades K-5: 75%	138%	Met
African American**	17	Grades K-5: 75%	154%	Met
English Learner	12	Grades K-5: 75%	85%	Met
Students with Disabilities	*	Grades K-5: 75%	*	*
White	*	Grades K-5: 75%	*	*

[1] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

[2] In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

i-Ready Diagnostic Growth Reading 2023-2024				
Grade 6	81	Grades 6-8: 45%	163%	Met
Socioeconomically Disadvantaged	78	Grades 6-8: 45%	163%	Met
Latino	43	Grades 6-8: 45%	189%	Met
African American	33	Grades 6-8: 45%	142%	Met
English Learner**	14	Grades 6-8: 45%	127%	Met
Students with Disabilities	14	Grades 6-8: 45%	166%	Met
White	*	Grades 6-8: 45%	*	*
Grade 7	100	Grades 6-8: 45%	300%	Met
Socioeconomically Disadvantaged	98	Grades 6-8: 45%	300%	Met
Latino	61	Grades 6-8: 45%	300%	Met
African American	37	Grades 6-8: 45%	300%	Met
English Learner	20	Grades 6-8: 45%	315%	Met
Students with Disabilities	23	Grades 6-8: 45%	347%	Met
White	12	Grades 6-8: 45%	288%	Met
Grade 8	99	Grades 6-8: 45%	150%	Met
Socioeconomically Disadvantaged	97	Grades 6-8: 45%	150%	Met
Latino	47	Grades 6-8: 45%	150%	Met
African American	53	Grades 6-8: 45%	167%	Met
English Learner	14	Grades 6-8: 45%	97%	Met
Students with Disabilities	14	Grades 6-8: 45%	164%	Met
White	13	Grades 6-8: 45%	139%	Met

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

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 "Spring (March 2- End of Year)" for grade levels and for the following student groups[3]: Socioeconomically Disadvantaged, Latino, African American, English Learner, Students with Disabilities, and White. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the 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. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 325 students were assessed in Math and 330 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." i-Ready's Median Progress to Typical Growth targets[4] identify schools as having met California

[3] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

[4] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

Charter School growth expectations, based on Curriculum Associates' recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth."

Charter School provided 2023-2024 data for grades 5-8. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates' published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year's progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, all grade levels met one year's progress based on i-Ready's Median Progress to Typical Growth Targets. Charter School's submitted data also include data for six student groups (Socioeconomically Disadvantaged, Latino, English Learner, and Students with Disabilities and White) and all student groups with an n-size of eleven or more demonstrated one year's progress, except Latino students in grade 5.

i-Ready Diagnostic Growth Math 2023-2024				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Progress to Annual Typical Growth (Median)**	**One Year's Progress**
Grade 5	45	Grades K-5: 80%	80%	Met
Socioeconomically Disadvantaged	42	Grades K-5: 80%	85%	Met
Latino	22	Grades K-5: 80%	76%	Not Met
African American	18	Grades K-5: 80%	85%	Met
English Learner	12	Grades K-5: 80%	95%	Met
Students with Disabilities	*	Grades K-5: 80%	*	*
White	*	Grades K-5: 80%	*	*
Grade 6	81	Grades 6-8: 60%	136%	Met
Socioeconomically Disadvantaged	78	Grades 6-8: 60%	136%	Met
Latino	43	Grades 6-8: 60%	107%	Met
African American	33	Grades 6-8: 60%	138%	Met
English Learner**	14	Grades 6-8: 60%	136%	Met
Students with Disabilities	14	Grades 6-8: 60%	87%	Met
White	*	Grades 6-8: 60%	*	*
Grade 7	100	Grades 6-8: 60%	220%	Met
Socioeconomically Disadvantaged	98	Grades 6-8: 60%	220%	Met
Latino	61	Grades 6-8: 60%	208%	Met
African American	37	Grades 6-8: 60%	225%	Met
English Learner	20	Grades 6-8: 60%	254%	Met
Students with Disabilities	23	Grades 6-8: 60%	262%	Met
White	12	Grades 6-8: 60%	197%	Met
Grade 8	99	Grades 6-8: 60%	167%	Met
Socioeconomically Disadvantaged	97	Grades 6-8: 60%	167%	Met
Latino	47	Grades 6-8: 60%	142%	Met
African American	53	Grades 6-8: 60%	158%	Met
English Learner	14	Grades 6-8: 60%	146%	Met
Students with Disabilities	14	Grades 6-8: 60%	150%	Met
White	13	Grades 6-8: 60%	208%	Met

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

Based on the review and consideration of verified data, KIPP Philosophers Academy submitted one year of data, including reports desegregated by grade levels and student group reports (Socioeconomically Disadvantaged, Latino, African American, English Learner, Special Education, and White) for both ELA and Math. In 2023-2024, KIPP Philosophers Academy appears to have met 95 percent participation rate all grade levels and the majority of its numerically significant student groups.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School provided only one year of verified data, staff determined that the school's performance in both ELA and Math requires further review.

Based on the charter school's performance on California School Dashboard in ELA and Math; and the submitted verified data by the charter school, Staff conducted a further analysis of ELA and Math in comparison to the Resident Schools Median (RSM).[5] As indicated in the tables below, when comparing the school to the Resident Schools Median, KIPP Philosophers' data indicates that its student performance on California School Dashboard in 2022 was higher than the RSM for All Students and for the majority of numerically significant student groups in ELA. In 2023 and 2024, KIPP Philosophers Academy was higher than the RSM for All Students and for all numerically significant student groups in ELA. In Math, student performance was lower than the RSM for All Students and lower for four of the five numerically significant groups in 2022. In 2023, KIPP Philosophers Academy was lower than the RSM for All Students and for three of the five numerically significant student groups. In 2024, KIPP Philosophers Academy was higher than the RSM for All Students and for all numerically significant student groups.

Resident Schools Analysis

KIPP Philosophers Academy 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**253**	**Very Low**	**-74.4**	**1,622**	**Very Low**	**-81.4**	**Higher**
Black or African American	115	Very Low	-83.9	293	Very Low	-121.0	Higher
Latino	135	Low	-67.7	1,269	Low	-74.4	Higher
English Learner	47	Very Low	-74.6	609	Very Low	-109.1	Higher
Socioeconomically Disadvantaged	239	Very Low	-74.9	1,606	Very Low	-81.6	Higher
Students with Disabilities	41	Very Low	-139.9	309	Very Low	-123.4	Lower

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

[5] Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle Performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

KIPP Philosophers Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**321**	**Red**	**-73.3**	**2,521**	**Red**	**-83.3**	**Higher**
Black or African American	141	Orange	-76.6	570	Red	-110.4	Higher
Latino	175	Red	-71.9	1,853	Red	-78.9	Higher
English Learner	69	Red	-100.5	830	Red	-118.5	Higher
Socioeconomically Disadvantaged	307	Red	-75.8	2,474	Red	-84.1	Higher
Students with Disabilities	55	Orange	-128.6	490	Red	-146.7	Higher

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

KIPP Philosophers Academy 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	**320**	**Yellow**	**-49.4**	**1,638**	**Red**	**-102.1**	**Higher**
Black or African American	131	Yellow	-63.1	356	Orange	-126.3	Higher
Latino	171	Yellow	-39.0	1,232	Red	-90.1	Higher
English Learner	72	Yellow	-55.3	612	Red	-126.7	Higher
Long Term English Learner	36	No Color	-69.1	188	Red	-155.0	Higher
Socioeconomically Disadvantaged	313	Yellow	-51.5	1,605	Red	-101.8	Higher
Students with Disabilities	54	Orange	-107.1	318	Orange	-147.8	Higher

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

KIPP Philosophers Academy 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	**253**	**Very Low**	**-145.7**	**1,611**	**Very Low**	**-129.1**	**Lower**
Black or African American	115	Very Low	-154.3	288	Very Low	-164.0	Higher
Latino	135	Very Low	-139.5	1,263	Very Low	-119.8	Lower
English Learner	47	Very Low	-155.7	607	Very Low	-153.3	Lower
Socioeconomically Disadvantaged	239	Very Low	-146.1	1,595	Very Low	-129.3	Lower

KIPP Philosophers Academy 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)**
Students with Disabilities	41	Very Low	-213.3	304	Very Low	-178.9	Lower

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

KIPP Philosophers Academy 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	**321**	**Orange**	**-136.4**	**2,513**	**Red**	**-128.7**	**Lower**
Black or African American	141	Orange	-146.3	570	Orange	-153.4	Higher
Latino	175	Orange	-130.5	1,846	Red	-120.0	Lower
English Learner	69	Orange	-150.2	828	Red	-160.7	Higher
Socioeconomically Disadvantaged	307	Orange	-137.9	2,466	Red	-128.9	Lower
Students with Disabilities	55	Orange	-174.3	489	Orange	-179.1	Higher

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

KIPP Philosophers Academy 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	**323**	**Orange**	**-103.9**	**1,663**	**Orange**	**-129.0**	**Higher**
Black or African American	132	Orange	-123.7	356	Orange	-155.1	Higher
Latino	172	Yellow	-93.1	1,256	Orange	-113.5	Higher
English Learner	75	Orange	-117.7	638	Orange	-142.1	Higher
Long Term English Learner	38	No Color	-138.5	189	Red	-176.4	Higher
Socioeconomically Disadvantaged	316	Orange	-105.6	1,630	Orange	-129.4	Higher
Students with Disabilities	56	Orange	-165.2	314	Orange	-175.5	Higher

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

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

KIPP Philosophers Academy's fiscal condition is positive since the 2019-2020 fiscal year.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	$419,875	$267,244	$541,629	$599,136	$605,456
Net Income/Loss	$71,111	($152,631)*	$274,385	$57,507	$6,320
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	236	246	285	366	364

* Per KIPP SoCal Public Schools, the net loss reported in Fiscal Year 2020-2021 was primarily due to increased operational costs associated with running the school during the COVID-19 pandemic.

b. 2022-2023 Independent Audit Report

Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: Yes
Lack of a Going Concern: None Reported

KIPP SoCal Public Schools' 2022-2023 independent audit report identified audit findings regarding noncompliance in the following areas:
a) Unduplicated Pupil Counts: This issue pertains to KIPP Endeavor College Preparatory Charter, with an estimated questioned cost of $3,662 as disclosed in the audit report; and
b) Transitional Kindergarten (TK): Noncompliance was noted across seven KIPP SoCal Public Schools charter schools, six of which are authorized by LAUSD, which does not include KIPP Philosophers Academy. The total estimated questioned cost for these seven schools was $254,203.

During the CSD's 2023-2024 oversight process, KIPP SoCal Public Schools provided the CSD its detailed Corrective Action Plan, outlining steps taken to comply with the California TK requirements. These steps include: updating enrollment, staffing, and recruitment practices, establishing a dedicated TK classroom that aligns enrollment targets with facility capacity, implementing a monthly process to check TK classroom enrollment and the adult-to-pupil ratio, and revising internal controls to conduct more frequent audits of classroom size and adult-to-pupil ratios in alignment with California Department of Education guidelines. The CSD will continue to monitor the above-mentioned audit findings and the implementation of these measures through ongoing oversight and the review of KIPP SoCal Public Schools' 2023-2024 independent audit.

c. Other Significant Fiscal Information

KIPP Philosophers Academy's petition budget includes a total donation of $2M from KIPP SoCal Public Schools to support the school's operations, allocated as follows:$1M, $600K, and $400K for Fiscal Years 2025-2026, 2026-2027, and 2027-2028, respectively.

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

KIPP SoCal Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
20	17	$156,642,619	$15,064,776	$82,084,526	$10,978,286

On February 1, 2024, the KIPP SoCal Public Schools Board of Directors approved the voluntarily surrender of KIPP Generations Academy and KIPP Pueblo Unido charters, effective June 30, 2024, citing issues of long-term fiscal sustainability and under-enrollment.

KIPP Philosophers Academy

Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
S	7	5188	KIPP Philosophers Academy	All Students	253	-74.4	Very Low	-12.2	Low	Lower	321	Red	-73.3	1.2	Maintained	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-49.3	Low	--	*	No Color	--	--	No Change Level	Orange	-47.9	2	Maintained	--
				Asian	0	--	--	63	Very High	--	0	--	--	--	--	Blue	61.8	-1.2	Maintained	--
				Black or African American	115	-83.9	Very Low	-57.7	Low	Lower	141	Orange	-76.6	7.3	Increased	Orange	-59.6	-2	Maintained	Lower
				English Learner	47	-74.6	Very Low	-61.2	Low	Lower	69	Red	-100.5	-25.9	Declined Significantly	Orange	-67.7	-6.5	Declined	Lower
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	0	--	--	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	135	-67.7	Low	-38.6	Low	Lower	175	Red	-71.9	-4.2	Declined	Orange	-40.2	-1.7	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	*	No Color	--	--	No Change Level	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	239	-74.9	Very Low	-41.4	Low	Lower	307	Red	-75.8	-0.8	Maintained	Orange	-42.6	-1.2	Maintained	Lower
				Students with Disabilities	41	-139.9	Very Low	-97.3	Very Low	Lower	55	Orange	-128.6	11.3	Increased	Red	-96.3	1.8	Maintained	Lower
				Two or More Races	*	-	No Performance Level	25.1	High	--	*	No Color	--	--	No Change Level	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	21.9	High	--	0	--	--	--	--	Green	20.8	-1.2	Maintained	--

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

ELA Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%	100%	--	99%	98%	--	100%	--	99%	--	99%	98%	100%	100%
Participation Rate Met 2022 *	Yes	Yes	--	Yes	Yes	--	Yes	--	Yes	--	Yes	Yes	Yes	Yes
Percent of students tested in 2023	99%	100%	--	99%	99%	--	100%	100%	99%	100%	99%	97%	100%	--
Participation Rate Met 2023	Yes	Yes	--	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--

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

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

Data Sources: California School Dashboard Research data files 2023

KIPP Philosophers Academy

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.
Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
S	7	5188	KIPP Philosophers Academy	All Students	253	-145.7	Very Low	-51.7	Low	Lower	321	Orange	-136.4	9.3	Increased	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-90.4	Low	--	*	No Color	--	--	No Change Level	Yellow	-87.3	4.6	Increased	--
				Asian	0	--	--	48.4	Very High	--	0	--	--	--	--	Blue	50.8	2.3	Maintained	--
				Black or African American	115	-154.3	Very Low	-106.9	Very Low	Lower	141	Orange	-146.3	8.0	Increased	Red	-104.5	2.6	Maintained	Lower
				English Learner	47	-155.7	Very Low	-92.0	Low	Lower	69	Orange	-150.2	5.5	Increased	Orange	-93.4	-1.4	Maintained	Lower
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	0	--	--	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	135	-139.5	Very Low	-83.4	Low	Lower	175	Orange	-130.5	9.0	Increased	Orange	-80.8	2.6	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	*	No Color	--	--	No Change Level	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	239	-146.1	Very Low	-84.0	Low	Lower	307	Orange	-137.9	8.2	Increased	Yellow	-80.8	3.2	Increased	Lower
				Students with Disabilities	41	-213.3	Very Low	-130.8	Very Low	Lower	55	Orange	-174.3	39.0	Increased Significantly	Orange	-127.3	5.5	Increased	Lower
				Two or More Races	*	-	No Performance Level	-9.9	Medium	--	*	No Color	--	--	No Change Level	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-13.4	Medium	--	0	--	--	--	--	Yellow	-11.1	2.3	Maintained	--

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

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%	100%	--	99%	98%	--	100%	--	99%	--	100%	98%	100%	100%
Participation Rate Met 2022 *	Yes	Yes	--	Yes	Yes	--	Yes	--	Yes	--	Yes	Yes	Yes	Yes
Percent of students tested in 2023	99%	100%	--	99%	99%	--	100%	100%	99%	100%	99%	97%	100%	--
Participation Rate Met 2023	Yes	Yes	--	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files 2023

KIPP Philosophers Academy

English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator - CA School Dashboard Indicator

					2022 School			2022 State			2023 School					2023 State				
RG	BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
S	7	5188	KIPP Philosophers Academy	English Learner	34	58.8%	High	50.3%	Medium	Higher	59	Orange	52.5%	-6.3%	Declined	Yellow	48.7%	-1.6%	Maintained	Higher

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

ELPAC Participation

Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation Rate Met
2022	43	41	95.3%	Yes
2023	62	60	100.0%	Yes

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

2022 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
KIPP Philosophers Academy		State
ELs Who Progressed at Least One ELPI Level	58.8%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	32.4%	31.4%
ELs Who Decreased at Least One ELPI Level	8.8%	18.3%

2023 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
KIPP Philosophers Academy		State
ELs Who Progressed at Least One ELPI Level	51.7%	46.4%
ELs Who Maintained ELPI Level 4	1.7%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	22.4%	32.7%
ELs Who Decreased at Least One ELPI Level	24.1%	18.6%

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

Data Sources: California School Dashboard Research data files 2023

KIPP Philosophers Academy

Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

Chronic Absenteeism - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
S	7	5188	KIPP Philosophers Academy	All Students	320	56.9%	Very High	30.0%	Very High	Higher	383	Yellow	45.7%	-11.2%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	0	--	--	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	150	56.7%	Very High	42.9%	Very High	Higher	176	Yellow	52.8%	-3.8%	Declined Significantly	Yellow	36.4%	-6.5	Declined Significantly	Higher
				English Learner	45	64.4%	Very High	33.6%	Very High	Higher	68	Orange	45.6%	-18.9%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Higher
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	0	--	--	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	166	57.2%	Very High	35.8%	Very High	Higher	202	Yellow	39.6%	-17.6%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Higher
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	300	56.7%	Very High	37.4%	Very High	Higher	365	Yellow	46.3%	-10.4%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Higher
				Students with Disabilities	56	69.6%	Very High	39.6%	Very High	Higher	67	Orange	55.2%	-14.4%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Higher
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	*	--	No Performance Level	21.9%	Very High	--	0	--	--	--	--	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

KIPP Philosophers Academy

Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
S	7	5188	KIPP Philosophers Academy	All Students	337	0.0%	Very Low	3.1%	Medium	Lower	390	Blue	0.0%	0.0%	Maintained	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	*	--	No Performance Level	6.4%	High	--	*	No Color	--	--	No Change Level	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	154	0.0%	Very Low	7.9%	High	Lower	178	Blue	0.0%	0.0%	Maintained	Red	8.8%	0.9%	Increased	Lower
				English Learner	50	0.0%	Very Low	3.2%	Medium	Lower	71	Blue	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower
				Filipino	0	--	--	1.2%	Low	--	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	0	--	--	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	179	0.0%	Very Low	3.3%	Medium	Lower	207	Blue	0.0%	0.0%	Maintained	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	*	No Color	--	--	No Change Level	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	314	0.0%	Very Low	4.0%	Medium	Lower	372	Blue	0.0%	0.0%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	57	0.0%	Very Low	5.4%	High	Lower	67	Blue	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	0	--	--	--	--	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

KIPP Philosophers Academy

Enrollment Report

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

2023-2024 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	7	5188	KIPP Philosophers Academy	358	96.6%	0.0%	0.3%	0.0%	40.8%	19.3%	0.0%	0.8%	1.1%	53.6%	0.0%	0.3%	1.4%	97.2%	17.0%	0.6%	3.1%
			Statewide	5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
			Los Angeles Unified	529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	7	5188	KIPP Philosophers Academy	362	95.3%	0.0%	0.3%	0.0%	45.6%	16.9%	0.0%	1.7%	0.0%	53.0%	0.0%	0.3%	0.6%	95.3%	15.5%	0.3%	0.0%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

KIPP Philosophers Academy

RECLASSIFICATION RATES

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

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
S	7	5188	KIPP Philosophers Academy	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Langauge Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

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

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

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

KIPP Philosophers Academy

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

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

					2022-2023				2023-2024			
RG	BD	Loc Code	School	English Learners	School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
S	7	5188	KIPP Philosophers Academy	LTEL 6+ Years	24	23.1%	226,535	11.1%	35	32.4%	211,218	18.1%
				At-Risk 4-5 Years	9	8.7%	144,190	7.1%	3	2.8%	136,190	9.6%
				EL 0-3 Years	2	1.9%	505,487	24.8%	5	4.6%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	26	25.0%	236,323	11.6%	26	24.1%	207,773	10.4%
				EL total	61	58.7%	1,112,535	54.5%	69	63.9%	1,074,833	53.8%
				RFEP	43	41.3%	927,723	45.5%	39	36.1%	924,460	46.2%
				Total (Ever)	104	100.0%	2,040,258	100.0%	108	100.0%	1,999,293	100.0%

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

KIPP Philosophers Academy

Students with Disabilities Report

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

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	7	5188	KIPP Philosophers Academy	358	61	17.0%
			Statewide	5,837,690	799,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	7	5188	KIPP Philosophers Academy	362	57	15.7%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	7	5188	KIPP Philosophers Academy	78.7%	21.3%	8	0	0	1	0	1	3	0	11	0	33	4	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	7	5188	KIPP Philosophers Academy	80.7%	17.5%	5	0	0	1	0	1	3	0	8	0	35	3	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

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

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

KIPP Philosophers Academy

KIPP Philosophers Academy - 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	Yellow	-49.4	23.9	Orange	-13.2	Lower
English Learner	Met	Yellow	-55.3	45.2	Orange	-67.6	Higher
Latino	Met	Yellow	-39.0	32.9	Orange	-39.3	Higher
Long-Term English Learner	Met	No Performance Color	-69.1	37.1	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-51.5	24.2	Orange	-40.9	Lower
Students with Disabilities	Met	Orange	-107.1	21.5	Red	-95.6	Lower
Black or African American	Met	Yellow	-63.1	13.5	Orange	-58.9	Lower

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

KIPP Philosophers Academy - 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	-103.9	32.5	Orange	-47.6	Lower
English Learner	Met	Orange	-117.7	32.5	Orange	-93.4	Lower
Latino	Met	Yellow	-93.1	37.3	Orange	-79.2	Lower
Long-Term English Learner	Met	No Performance Color	-138.5	35.4	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Orange	-105.6	32.3	Orange	-78.2	Lower
Students with Disabilities	Met	Orange	-165.2	9.1	Red	-124.3	Lower
Black or African American	Met	Orange	-123.7	22.5	Red	-102.2	Lower

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

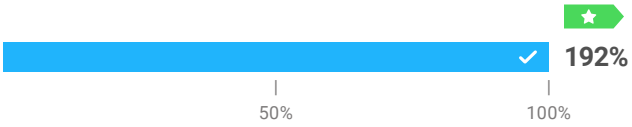
Diagnostic Growth

ATTACHMENT C

School	KIPP Philosophers Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

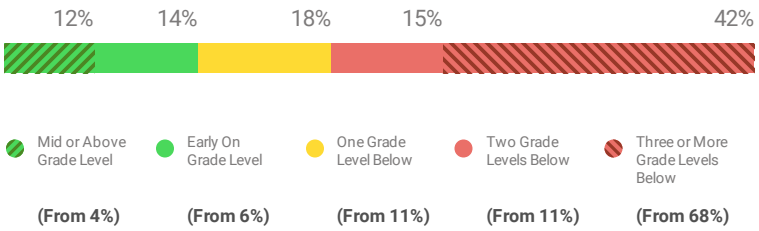
Students Assessed/Total: **325/330**

Progress to Annual Typical Growth (Median)



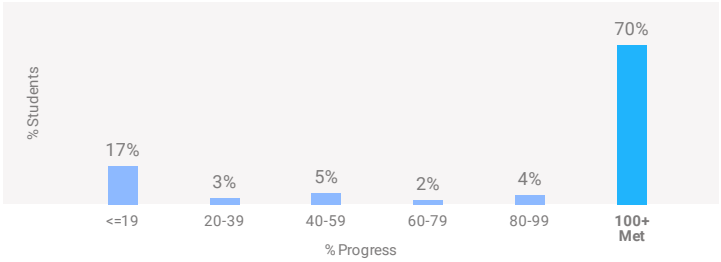
The median percent progress towards Typical Growth for this school is 192%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



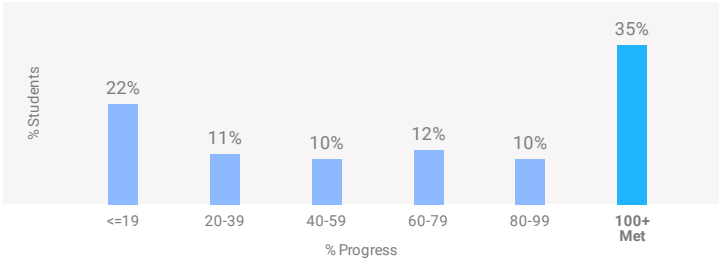
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: English Learner

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	142%	58%	61%	31%	58%	45/46
Grade 5	Yes - English Learner	85%	50%	36%	25%	58%	12/12
Grade 5	No - English Learner	145%	61%	62%	33%	58%	33/34
Grade 6	Overall	163%	67%	65%	32%	67%	81/84
Grade 6	Yes - English Learner	127%	50%	47%	21%	57%	14/16
Grade 6	No - English Learner	163%	70%	65%	34%	69%	67/68

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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	300%	84%	100%	50%	77%	100/101
Grade 7	Yes - English Learner	315%	95%	107%	55%	75%	20/20
Grade 7	No - English Learner	300%	81%	98%	49%	78%	80/81
Grade 8	Overall	150%	63%	52%	25%	66%	99/99
Grade 8	Yes - English Learner	97%	50%	35%	14%	64%	14/14
Grade 8	No - English Learner	175%	65%	56%	27%	66%	85/85

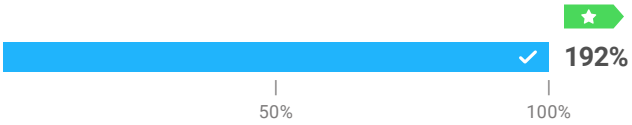
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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

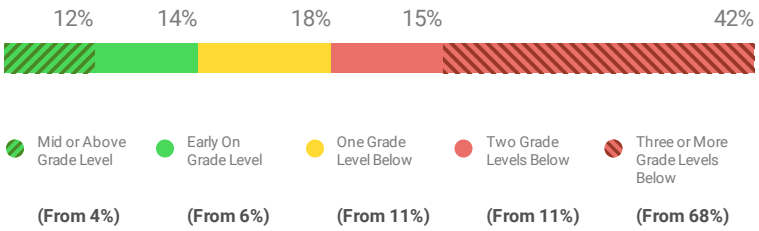
Students Assessed/Total: **325/330**

Progress to Annual Typical Growth (Median)



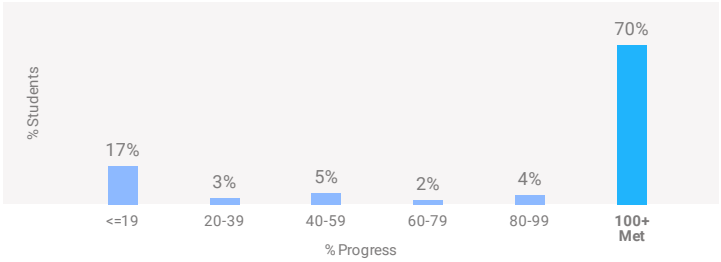
The median percent progress towards Typical Growth for this school is 192%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



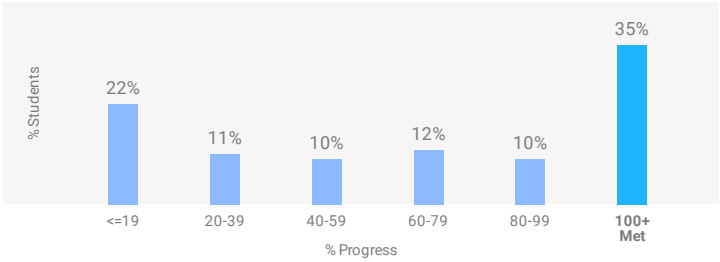
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Economically Disadvantaged

Showing 15 of 15

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	142%	58%	61%	31%	58%	45/46
Grade 5	Yes - Economically Disadvantaged	144%	60%	62%	33%	62%	42/43
Grade 5	[redacted]						
Grade 5							
Grade 6	Overall	163%	67%	65%	32%	67%	81/84
Grade 6	Yes - Economically Disadvantaged	163%	65%	65%	32%	67%	78/80

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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	[redacted]						
Grade 6							
Grade 7	Overall	300%	84%	100%	50%	77%	100/101
Grade 7	Yes - Economically Disadvantaged	300%	84%	98%	49%	77%	98/98
Grade 7	[redacted]						
Grade 7							
Grade 8	Overall	150%	63%	52%	25%	66%	99/99
Grade 8	Yes - Economically Disadvantaged	150%	63%	52%	25%	66%	97/97
Grade 8	[redacted]						

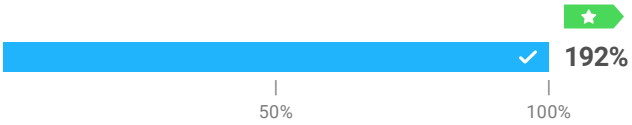
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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

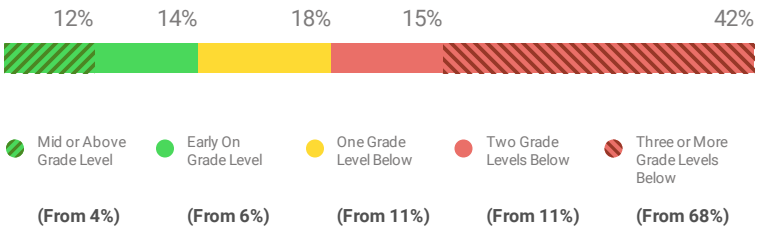
Students Assessed/Total: **325/330**

Progress to Annual Typical Growth (Median)



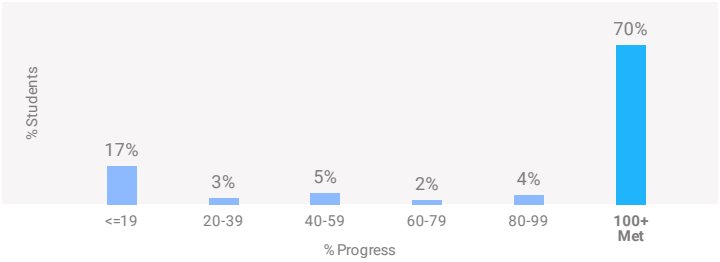
The median percent progress towards Typical Growth for this school is 192%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



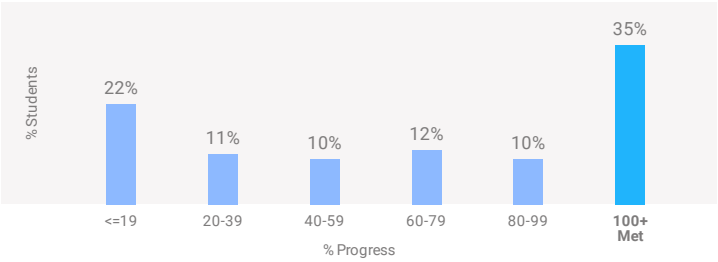
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: **Grade**

Secondary Demographic to Show Results By: **Hispanic or Latino**

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	142%	58%	61%	31%	58%	45/46
Grade 5	Yes - Hispanic or Latino	138%	57%	59%	26%	57%	23/23
Grade 5	No - Hispanic or Latino	173%	59%	74%	36%	59%	22/23
Grade 6	Overall	163%	67%	65%	32%	67%	81/84
Grade 6	Yes - Hispanic or Latino	189%	65%	71%	37%	74%	43/45
Grade 6	No - Hispanic or Latino	142%	68%	56%	26%	58%	38/39

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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	300%	84%	100%	50%	77%	100/101
Grade 7	Yes - Hispanic or Latino	300%	87%	98%	49%	77%	61/62
Grade 7	No - Hispanic or Latino	300%	79%	106%	51%	77%	39/39
Grade 8	Overall	150%	63%	52%	25%	66%	99/99
Grade 8	Yes - Hispanic or Latino	150%	62%	50%	28%	72%	47/47
Grade 8	No - Hispanic or Latino	153%	63%	53%	23%	60%	52/52

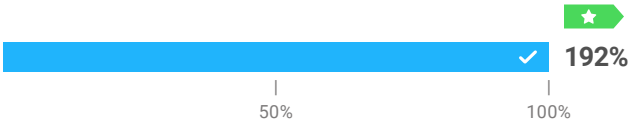
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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

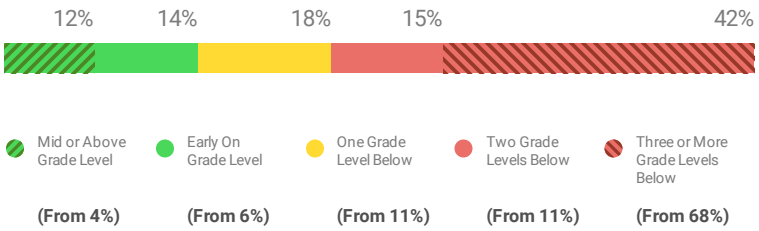
Students Assessed/Total: **325/330**

Progress to Annual Typical Growth (Median)



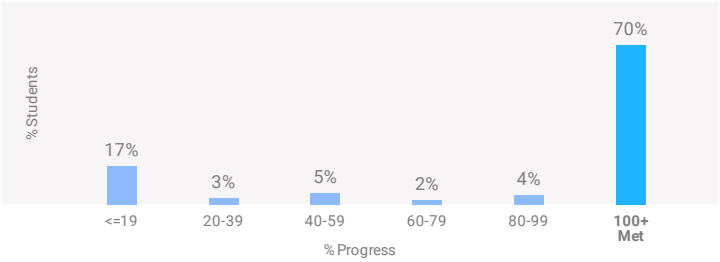
The median percent progress towards Typical Growth for this school is 192%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



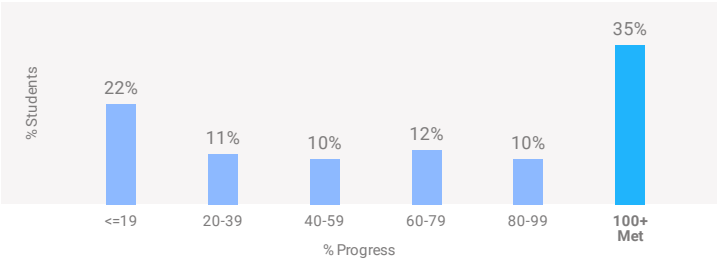
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: **Grade**

Secondary Demographic to Show Results By: **Race**

Showing 24 of 24

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	142%	58%	61%	31%	58%	45/46
Grade 5	Black or African American	154%	59%	66%	35%	59%	17/18
Grade 5	[redacted]						
Grade 5	Not Reported	123%	55%	53%	27%	55%	22/22
Grade 6	Overall	163%	67%	65%	32%	67%	81/84
Grade 6	[redacted]						

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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	[redacted]						
Grade 6	Black or African American	✓ 142%	64%	53%	24%	58%	33/34
Grade 6	[redacted]						
Grade 6							
Grade 6							
Grade 6	Not Reported	✓ 179%	62%	67%	32%	71%	34/36
Grade 7	Overall	✓ 300%	84%	✓ 100%	50%	77%	100/101
Grade 7	[redacted]						
Grade 7							
Grade 7	Black or African American	✓ 300%	78%	✓ 106%	51%	76%	37/37
Grade 7	White	✓ 288%	92%	98%	50%	75%	12/12
Grade 7	Not Reported	✓ 312%	86%	98%	49%	80%	49/50
Grade 8	Overall	✓ 150%	63%	52%	25%	66%	99/99
Grade 8	[redacted]						
Grade 8	Black or African American	✓ 167%	64%	56%	25%	62%	53/53
Grade 8	[redacted]						
Grade 8	White	✓ 139%	54%	50%	31%	85%	13/13

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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 8	Not Reported	139%	65%	50%	23%	65%	31/31

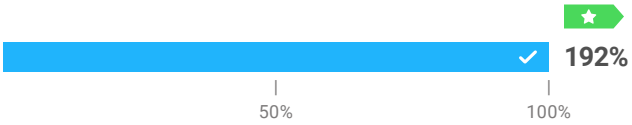
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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

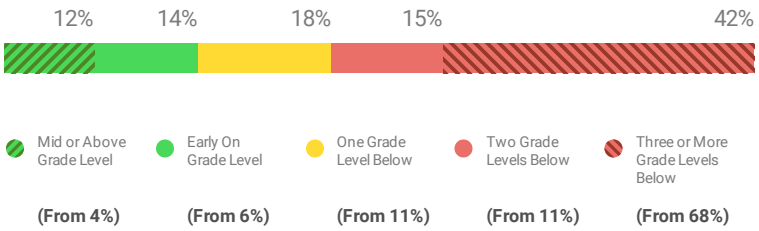
Students Assessed/Total: **325/330**

Progress to Annual Typical Growth (Median)



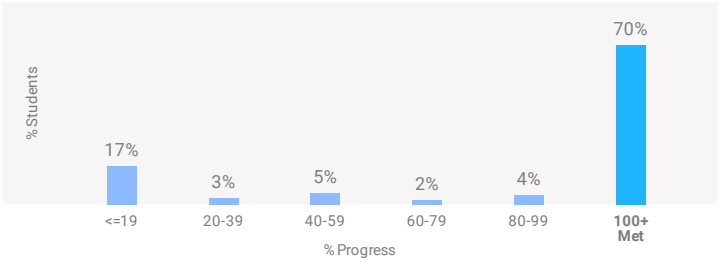
The median percent progress towards Typical Growth for this school is 192%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



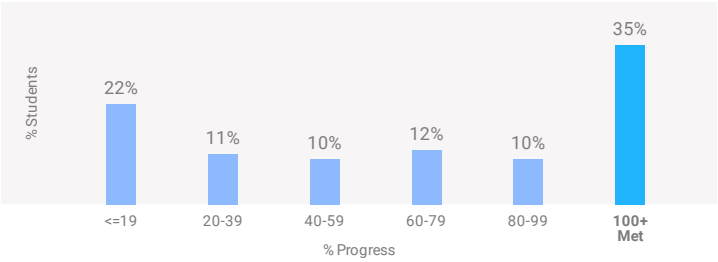
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: **Grade**

Secondary Demographic to Show Results By: **Special Education**

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	142%	58%	61%	31%	58%	45/46
Grade 5	[redacted]						
Grade 5	No - Special Education	146%	62%	62%	33%	59%	39/40
Grade 6	Overall	163%	67%	65%	32%	67%	81/84
Grade 6	Yes - Special Education	166%	64%	62%	36%	50%	14/14
Grade 6	No - Special Education	163%	67%	65%	31%	70%	67/70

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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	300%	84%	100%	50%	77%	100/101
Grade 7	Yes - Special Education	347%	87%	96%	48%	74%	23/23
Grade 7	No - Special Education	300%	83%	102%	51%	78%	77/78
Grade 8	Overall	150%	63%	52%	25%	66%	99/99
Grade 8	Yes - Special Education	164%	71%	59%	36%	86%	14/14
Grade 8	No - Special Education	150%	61%	50%	24%	62%	85/85

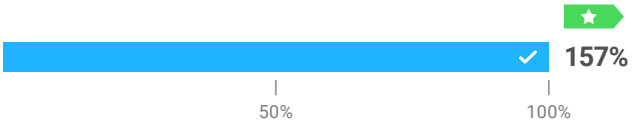
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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

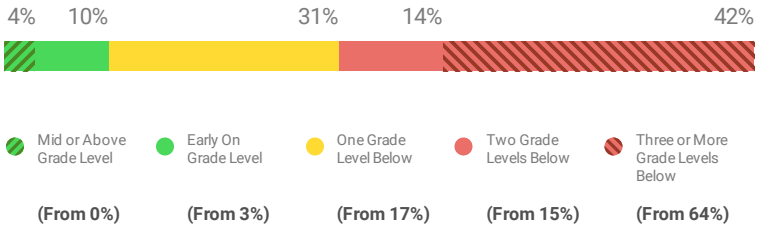
Students Assessed/Total: **325/330**

Progress to Annual Typical Growth (Median)



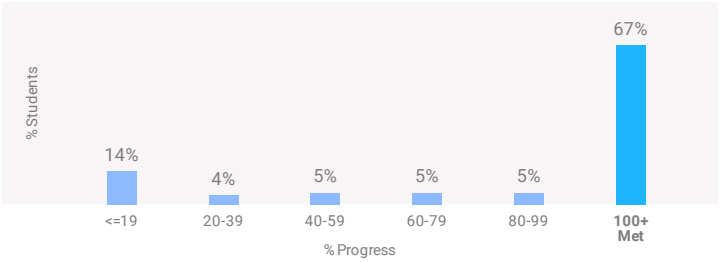
The median percent progress towards Typical Growth for this school is 157%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



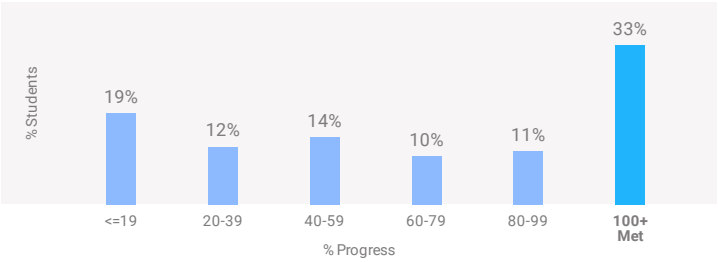
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: English Learner

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	80%	44%	42%	13%	56%	45/46
Grade 5	Yes - English Learner	95%	50%	51%	8%	58%	12/12
Grade 5	No - English Learner	80%	42%	39%	15%	55%	33/34
Grade 6	Overall	136%	59%	63%	27%	59%	81/84
Grade 6	Yes - English Learner	136%	57%	62%	29%	64%	14/16
Grade 6	No - English Learner	136%	60%	63%	27%	58%	67/68

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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	220%	82%	94%	48%	81%	100/101
Grade 7	Yes - English Learner	254%	80%	100%	50%	75%	20/20
Grade 7	No - English Learner	217%	83%	93%	48%	83%	80/81
Grade 8	Overall	167%	68%	65%	31%	72%	99/99
Grade 8	Yes - English Learner	146%	86%	57%	29%	86%	14/14
Grade 8	No - English Learner	175%	65%	68%	32%	69%	85/85

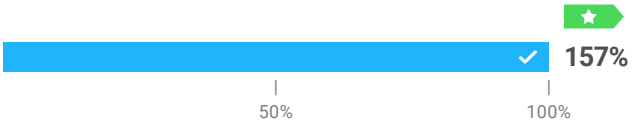
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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

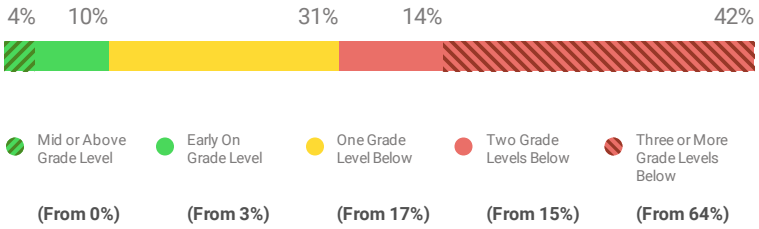
Students Assessed/Total: **325/330**

Progress to Annual Typical Growth (Median)



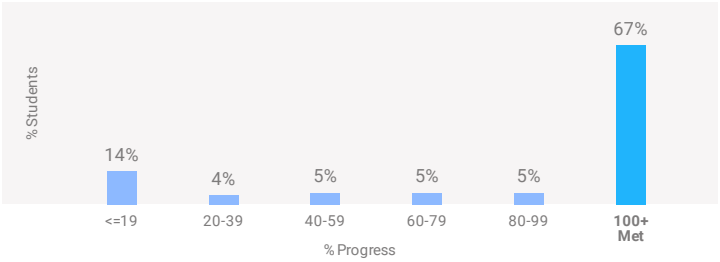
The median percent progress towards Typical Growth for this school is 157%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



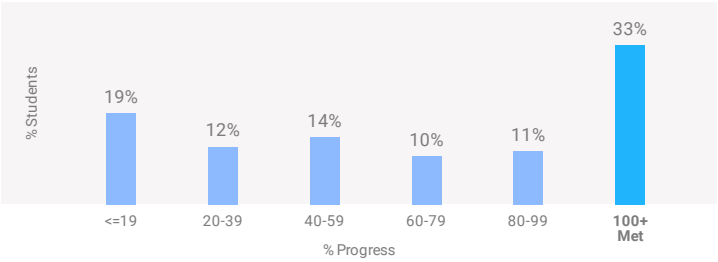
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Economically Disadvantaged

Showing 15 of 15

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	80%	44%	42%	13%	56%	45/46
Grade 5	Yes - Economically Disadvantaged	85%	45%	43%	14%	55%	42/43
Grade 5	[redacted]						
Grade 5							
Grade 6	Overall	136%	59%	63%	27%	59%	81/84
Grade 6	Yes - Economically Disadvantaged	136%	60%	65%	27%	59%	78/80

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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	[redacted]						
Grade 6							
Grade 7	Overall	220%	82%	94%	48%	81%	100/101
Grade 7	Yes - Economically Disadvantaged	220%	82%	94%	48%	81%	98/98
Grade 7	[redacted]						
Grade 7							
Grade 8	Overall	167%	68%	65%	31%	72%	99/99
Grade 8	Yes - Economically Disadvantaged	167%	68%	65%	32%	72%	97/97
Grade 8	[redacted]						

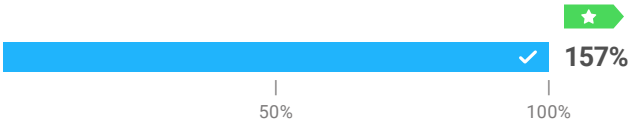
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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

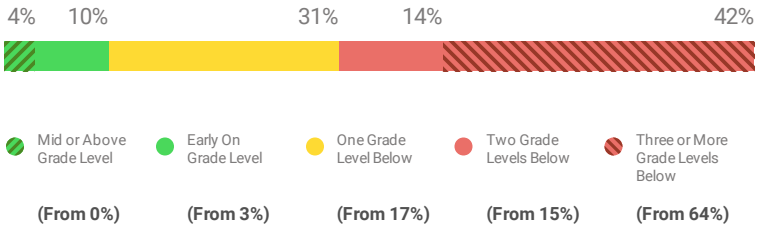
Students Assessed/Total: **325/330**

Progress to Annual Typical Growth (Median)



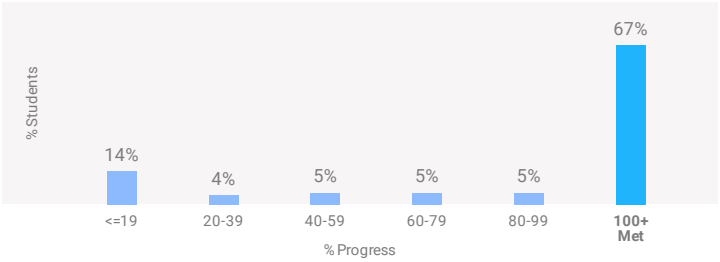
The median percent progress towards Typical Growth for this school is 157%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



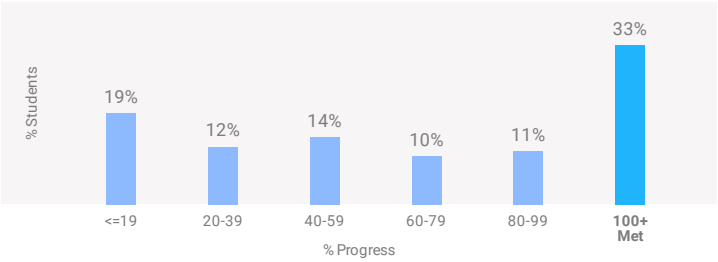
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Hispanic or Latino

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	80%	44%	42%	13%	56%	45/46
Grade 5	Yes - Hispanic or Latino	76%	41%	41%	14%	55%	22/23
Grade 5	No - Hispanic or Latino	89%	48%	46%	13%	57%	23/23
Grade 6	Overall	136%	59%	63%	27%	59%	81/84
Grade 6	Yes - Hispanic or Latino	107%	56%	54%	23%	53%	43/45
Grade 6	No - Hispanic or Latino	144%	63%	70%	32%	66%	38/39

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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	220%	82%	94%	48%	81%	100/101
Grade 7	Yes - Hispanic or Latino	208%	84%	92%	46%	77%	61/62
Grade 7	No - Hispanic or Latino	225%	79%	100%	51%	87%	39/39
Grade 8	Overall	167%	68%	65%	31%	72%	99/99
Grade 8	Yes - Hispanic or Latino	142%	72%	55%	28%	74%	47/47
Grade 8	No - Hispanic or Latino	179%	63%	70%	35%	69%	52/52

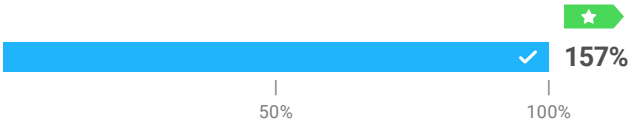
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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

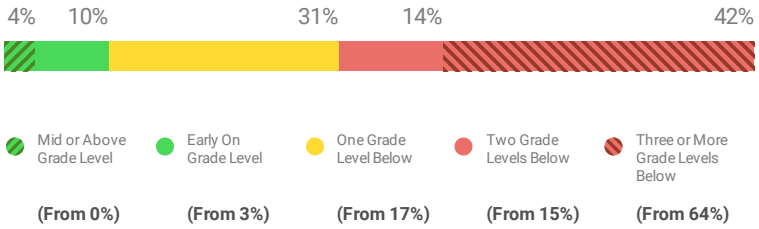
Students Assessed/Total: **325/330**

Progress to Annual Typical Growth (Median)



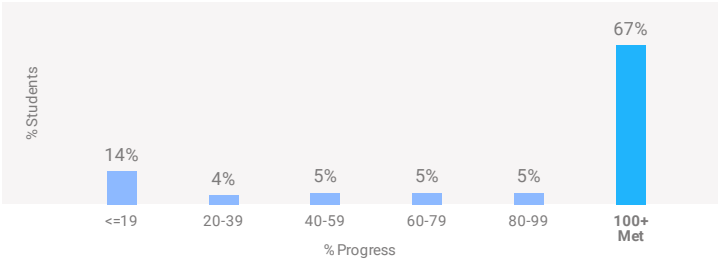
The median percent progress towards Typical Growth for this school is 157%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



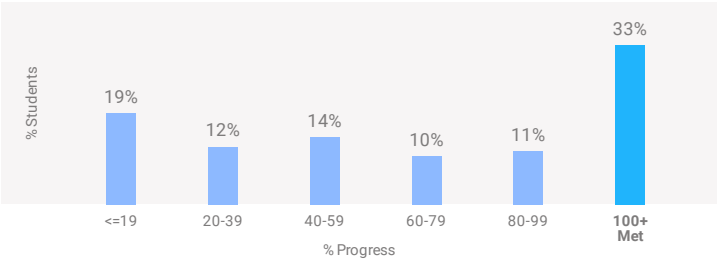
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: **Grade**

Secondary Demographic to Show Results By: **Race**

Showing 24 of 24

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	80%	44%	42%	13%	56%	45/46
Grade 5	Black or African American	85%	44%	43%	0%	56%	18/18
Grade 5	[redacted]						
Grade 5	Not Reported	72%	43%	42%	14%	52%	21/22
Grade 6	Overall	136%	59%	63%	27%	59%	81/84
Grade 6	[redacted]						

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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	[redacted]						
Grade 6	Black or African American	138%	64%	69%	24%	64%	33/34
Grade 6	[redacted]						
Grade 6	[redacted]						
Grade 6	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Grade 6	Not Reported	100%	50%	50%	24%	53%	34/36
Grade 7	Overall	220%	82%	94%	48%	81%	100/101
Grade 7	[redacted]						
Grade 7	[redacted]						
Grade 7	Black or African American	225%	84%	100%	51%	92%	37/37
Grade 7	White	197%	83%	82%	42%	75%	12/12
Grade 7	Not Reported	208%	82%	92%	47%	76%	49/50
Grade 8	Overall	167%	68%	65%	31%	72%	99/99
Grade 8	[redacted]						
Grade 8	Black or African American	158%	58%	61%	30%	68%	53/53
Grade 8	[redacted]						
Grade 8	White	208%	69%	81%	38%	69%	13/13

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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 8	Not Reported	167%	84%	65%	29%	81%	31/31

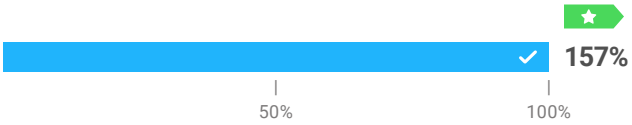
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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

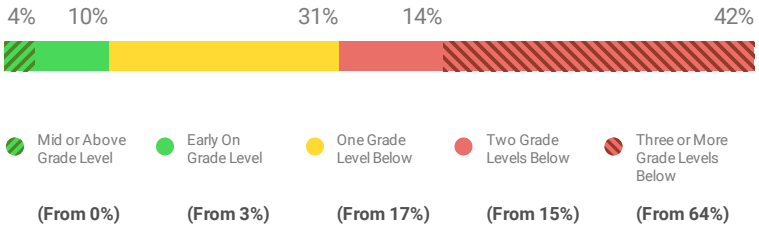
Students Assessed/Total: **325/330**

Progress to Annual Typical Growth (Median)



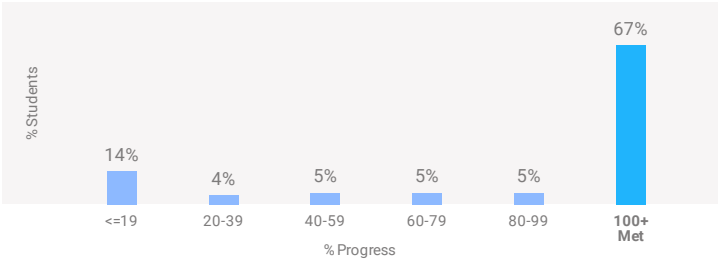
The median percent progress towards Typical Growth for this school is 157%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



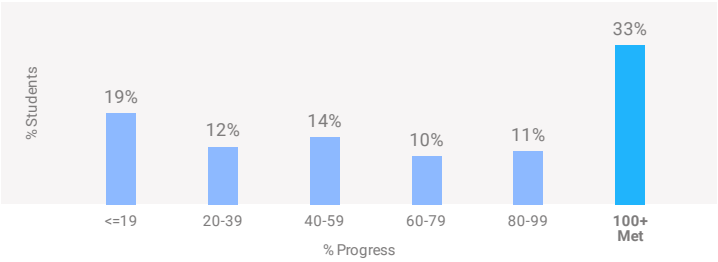
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Special Education

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	80%	44%	42%	13%	56%	45/46
Grade 5	[redacted]						
Grade 5	No - Special Education	75%	38%	39%	15%	54%	39/40
Grade 6	Overall	136%	59%	63%	27%	59%	81/84
Grade 6	Yes - Special Education	87%	43%	37%	29%	43%	14/14
Grade 6	No - Special Education	136%	63%	66%	27%	63%	67/70

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Diagnostic Growth

School	KIPP Philosophers Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	220%	82%	94%	48%	81%	100/101
Grade 7	Yes - Special Education	262%	83%	103%	52%	83%	23/23
Grade 7	No - Special Education	208%	82%	92%	47%	81%	77/78
Grade 8	Overall	167%	68%	65%	31%	72%	99/99
Grade 8	Yes - Special Education	150%	79%	58%	14%	86%	14/14
Grade 8	No - Special Education	167%	66%	68%	34%	69%	85/85

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ATTACHMENT D
KIPP Philosophers Academy
Resident Schools Data Set

Academic Performance Medians- English Language Arts

KIPP Philosophers Academy 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**253**	**Very Low**	**-74.4**	**1,622**	**Very Low**	**-81.4**	**Higher**
Black or African American	115	Very Low	-83.9	293	Very Low	-121.0	Higher
Latino	135	Low	-67.7	1,269	Low	-74.4	Higher
English Learner	47	Very Low	-74.6	609	Very Low	-109.0	Higher
Socioeconomically Disadvantaged	239	Very Low	-74.9	1,606	Very Low	-81.6	Higher
Students with Disabilities	41	Very Low	-139.9	309	Very Low	-123.4	Lower

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

KIPP Philosophers Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**321**	**Red**	**-73.3**	**2,521**	**Red**	**-83.3**	**Higher**
Black or African American	141	Orange	-76.6	570	Red	-110.4	Higher
Latino	175	Red	-71.9	1,853	Red	-78.9	Higher
English Learner	69	Red	-100.5	830	Red	-118.5	Higher
Socioeconomically Disadvantaged	307	Red	-75.8	2,474	Red	-84.1	Higher
Students with Disabilities	55	Orange	-128.6	490	Red	-146.7	Higher

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

KIPP Philosophers Academy 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	**320**	**Yellow**	**-49.4**	**1,638**	**Red**	**-102.1**	**Higher**

KIPP Philosophers Academy
Resident Schools Data Set

KIPP Philosophers Academy 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)
Black or African American	131	Yellow	-63.1	356	Orange	-126.3	Higher
Latino	171	Yellow	-39.0	1,232	Red	-91.0	Higher
English Learner	72	Yellow	-55.3	612	Red	-126.7	Higher
Long Term English Learner	36	No Color	-69.1	188	Red	-155.0	Higher
Socioeconomically Disadvantaged	313	Yellow	-51.5	1,605	Red	-101.8	Higher
Students with Disabilities	54	Orange	-107.1	318	Orange	-147.8	Higher

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

Academic Performance Medians- Math

KIPP Philosophers Academy 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	**253**	**Very Low**	**-145.7**	**1,611**	**Very Low**	**-129.1**	**Lower**
Black or African American	115	Very Low	-154.3	288	Very Low	-164.0	Higher
Latino	135	Very Low	-139.5	1,263	Very Low	-119.8	Lower
English Learner	47	Very Low	-155.7	607	Very Low	-153.3	Lower
Socioeconomically Disadvantaged	239	Very Low	-146.1	1,595	Very Low	-129.3	Lower
Students with Disabilities	41	Very Low	-213.3	304	Very Low	-178.9	Lower

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

KIPP Philosophers Academy 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	**321**	**Orange**	**-136.4**	**2,513**	**Red**	**-128.7**	**Lower**

KIPP Philosophers Academy
Resident Schools Data Set

KIPP Philosophers Academy 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)**
Black or African American	141	Orange	-146.3	570	Orange	-153.4	Higher
Latino	175	Orange	-130.5	1,846	Red	-120.0	Lower
English Learner	69	Orange	-150.2	828	Red	-160.7	Higher
Socioeconomically Disadvantaged	307	Orange	-137.9	2,466	Red	-128.9	Lower
Students with Disabilities	55	Orange	-174.3	489	Orange	-179.1	Higher

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

KIPP Philosophers Academy 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	**323**	**Orange**	**-103.9**	**1,663**	**Orange**	**-129.0**	**Higher**
Black or African American	132	Orange	-123.7	356	Orange	-155.1	Higher
Latino	172	Yellow	-93.1	1,256	Orange	-113.5	Higher
English Learner	75	Orange	-117.7	638	Orange	-142.1	Higher
Long Term English Learner	38	No Color	-138.5	189	Red	-176.4	Higher
Socioeconomically Disadvantaged	316	Orange	-105.6	1,630	Orange	-129.4	Higher
Students with Disabilities	56	Orange	-165.2	314	Orange	-175.5	Higher

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

ATTACHMENT E

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
KIPP PHILOSOPHERS ACADEMY
BOARD OF EDUCATION REPORT 155-24/25
January 14, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2025 until June 30, 2030 to serve up to 450 students in grades 5-8 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of KIPP Philosophers Academy for five (5) years beginning July 1, 2025, until June 30, 2030.

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

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

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

PREPARED BY:

JOSÉ SALAS
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

Return to Order of Business

TAB 20

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-156-24/25, **Version:** 1

Approval of the Renewal Petition for KIPP Scholar Academy [PUBLIC HEARING]
January 14, 2025
Charter Schools Division

Action Proposed:
Approve the renewal petition for KIPP Scholar Academy ("Charter School"), with a benchmark in the area of academic, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve to up to serve 450 students in grades 5-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
KIPP Scholar Academy is a 5-8 school currently serving 437 students on a private facility at 6100 S. Hoover Street, Los Angeles, CA, 90044 in Board District 1 and Region South. KIPP Scholar Academy was originally approved by the LAUSD Board of Education on October 4, 2011. On November 15, 2016, the charter school was renewed for a five-year term to serve 450 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for KIPP Scholar Academy expires June 30, 2025.

On October 17, 2024, KIPP Scholar Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through January 15, 2025

An initial Public Hearing will be held on December 10, 2024.

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

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

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

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

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

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

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

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

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

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 156, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

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

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

Charter School has chosen to remain with a non-LAUSD Special Education Local Planning Area (SELPA) of which it is currently a participating member. Should Charter School subsequently elect to be part of the LAUSD SELPA, any Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the Charter School and the District. The Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

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

Equity Impact:
Not applicable

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

File #: Rep-156-24/25, **Version:** 1

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - KIPP Scholar Academy Data Set
Attachment C - Verified Data Reports
Attachment D - KIPP Scholar Academy RSM Data
Attachment E - Desegregation Impact Statement

Budget and Petition will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1Xi1uqb8Ok7kAcuiDDQW1vy_WaXAjbIiE?usp=drive_link>

Informatives:
Not applicable

Submitted:
12/10/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

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ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 156-24/25
January 14, 2025

School Name:	**KIPP Scholar Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **January 15, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**KIPP SoCal Public Schools**		
Location Code:	**5187**		
Type of Site(s):	**Private**		
Site Address(es):	**6100 S. Hoover Street, Los Angeles, CA 90044**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**5-8**	Current Enrollment:	**437**
Grade Levels Authorized in Current Charter:	**5-8**	Approved Enrollment in Current Charter:	**450**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2025-2030)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for KIPP Scholar Academy for the 2025-2030 charter term: 1. In each year of the charter term, the school shall demonstrate academic growth in Math for Students with Disabilities as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level or achieved a DFS that is equal to or higher than their respective student group state average DFS. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for KIPP Scholar Academy ("KIPP Scholar" or "Charter School"), with a benchmark in the area of academics, located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 450 students in grades 5-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

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

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

Charter Petition Requirement:

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	KIPP Scholar Academy
Initial Authorization:	On October 4, 2011, KIPP Scholar Academy (formerly named KIPP Charter Middle School #3) was authorized by the LAUSD Board of Education to serve 490 students in grades 5-8.
Most Recent Renewal	The charter was renewed on November 15, 2016, for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 450 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for KIPP Scholar Academy expires June 30, 2025.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on October 26, 2021, to add an admission preference.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	KIPP Scholar Academy submitted its renewal petition application on October 17, 2024. The 90-day statutory timeline for Board action on the petition runs through January 15, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	KIPP Scholar Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	KIPP Scholar Academy participates in El Dorado Special Education Local Plan Area (SELPA).

B. Charter School Operator

KIPP Scholar Academy is operated by KIPP SoCal Public Schools, a California nonprofit public benefit corporation that also operates 14 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

KIPP Scholar Academy has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable. When comparing the charter school's most recent Academic Dashboard Indicators, it attained measurable increases in academic achievement schoolwide and for some of its numerically significant student groups based on the California School Dashboard. The charter school provided only one year of verified data desegregated by grade levels and student groups, demonstrating one year's progress in ELA and Math for all grade levels and the majority of student groups. Further analysis of Resident School Medians (RSM) compared to the charter school revealed that the majority of its student groups outperformed the RSM.

Please see the attached KIPP Scholar Academy data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels 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.

KIPP Scholar Academy Dashboard Indicators

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

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

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, but higher than the state for four of the five numerically significant student groups. In 2023 in ELA, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and lower than the state for three of the five numerically significant student groups.

To continue to increase student outcomes in ELA, charter school leaders reported improving ELA outcomes by enhancing instructional coaching and feedback, using assessment data to inform interventions, strengthen the use of research-based strategies to improve teaching quality, and

fostering collaboration between general and special education teams. The school reported that this comprehensive approach would strengthen teaching, align interventions with student needs, and promote continuous improvement.

KIPP Scholar Academy - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-35.2**	**Low**	**-12.2**	**Lower**
Black or African American	Met	Low	-54.5	Low	-57.7	Higher
Latino	Met	Low	-17.3	Low	-38.6	Higher
English Learner	Met	Low	-58.7	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-37.5	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-118.7	Very Low	-97.3	Lower

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

KIPP Scholar Academy - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-60.4**	**-25.3**	**Orange**	**-13.6**	**Lower**
Black or African American	Met	Red	-72.5	-18.0	Orange	-59.6	Lower
Latino	Met	Orange	-51.6	-34.3	Orange	-40.2	Lower
English Learner	Met	Red	-87.7	-28.9	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-63.3	-25.7	Orange	-42.6	Lower
Students with Disabilities	Met	Red	-146.4	-27.7	Red	-96.3	Lower

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

KIPP Scholar Academy - 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**	**Yellow**	**-43.9**	**16.5**	**Orange**	**-13.2**	**Lower**
Black or African American	Met	Yellow	-56.0	16.5	Orange	-58.9	Higher
Latino	Met	Yellow	-29.2	22.4	Orange	-39.3	Higher
English Learner	Met	Yellow	-70.0	17.7	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Yellow	-50.5	12.7	Orange	-40.9	Lower
Students with Disabilities	Met	Orange	-140.4	6.0	Red	-95.6	Lower

Data Sources: CA School Dashboard

d. Math Indicator

In 2022 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for four of the five numerically significant student groups. In 2023 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups. In 2024, in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for three of the five numerically significant student groups.

As noted above, staff is recommending a benchmark in Math for Students with Disabilities. To continue to increase student outcomes in Math, charter school leaders report improving Math outcomes by building teacher and leader expertise through coaching, engaging in regional collaboration, using assessment data to guide instruction, conducting data conferences with students and families, and prioritizing teamwork between general and special education teams. The school reported that this strategic approach would foster collaboration, transparency, and data-driven practices to enhance student learning.

KIPP Scholar Academy - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-99.2**	**Low**	**-51.7**	**Lower**
Black or African American	Met	Very Low	-129.0	Very Low	-106.9	Lower
Latino	Met	Low	-71.0	Low	-83.4	Higher
English Learner	Met	Very Low	-110.2	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-99.4	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-172.9	Very Low	-130.8	Lower

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

KIPP Scholar Academy - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Red**	**-104.0**	**-4.9**	**Orange**	**-49.1**	**Lower**
Black or African American	Met	Orange	-120.7	8.3	Red	-104.5	Lower
Latino	Met	Orange	-87.5	-16.6	Orange	-80.8	Lower
English Learner	Met	Red	-125.4	-15.3	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Red	-106.3	-6.9	Yellow	-80.8	Lower
Students with Disabilities	Met	Red	-193.3	-20.4	Orange	-127.3	Lower

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

KIPP Scholar Academy - 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**	**Yellow**	**-85.9**	**18.1**	**Orange**	**-47.6**	**Lower**
Black or African American	Met	Orange	-116.3	4.3	Red	-102.2	Lower
Latino	Met	Yellow	-51.8	35.7	Orange	-79.2	Higher
English Learner	Met	Yellow	-88.5	36.9	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-91.4	14.9	Orange	-78.2	Lower
Students with Disabilities	Met	Red	-194.0	-0.7	Red	-124.3	Lower

Data Sources: CA School Dashboard

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Medium was the same as the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Orange was lower than the state's color of Yellow. The charter school's English Learner Progress Rate was lower than the state's rate. In 2024, on the ELPI, the charter school's performance color of Yellow was higher than the state's color of Orange. The charter school's English Learner Progress Rate was higher than the state's rate.

KIPP Scholar Academy - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	52.0%	Medium	50.3%	Higher

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

KIPP Scholar Academy - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	47.8%	-4.2%	Yellow	48.7%	Lower

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

KIPP Scholar Academy - 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	---	Yellow	45.8%	-1.9%	Orange	45.7%	Higher
Long-Term English Learners	---	No Performance Color	54.5%	0.0%	Orange	45.8%	Higher

Data Sources: CA School Dashboard

--- As of the writing of this report, the 2024 Dashboard Participation Rate has not been publicly released

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students and for three of the five numerically significant student groups, and lower than the state for two numerically significant student groups. In 2023 and 2024, on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for all numerically significant student groups.

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 2024.

k. Reclassification Rates
As of the writing of this report, reclassification data for 2021-2022 and2022-2023have not been published by the state.

l. Additional Information
Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Developing*
Concerns	In 2023-2024, the rating of *Developing* resulted from the average of Academic Indicators due to the school's performance on the CA State School Dashboard Indicators. The CSD continues to monitor KIPP Scholar Academy's performance in this category as part of annual oversight.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

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

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

KIPP Scholar Academy submitted only one year of verified data for consideration as part of its renewal application.

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 "Spring (March 2- End of Year)" for grade levels and for the following student groups[1]: Socioeconomically Disadvantaged, Latino, African American, English Learner, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

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. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 279 students were assessed in Reading and 290 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students in grades 5-8.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." i-Ready's Median Progress to Typical Growth targets[2] identify schools as having met California Charter School growth expectations, based on Curriculum Associates' recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth."

Charter School provided 2023-2024 i-Ready data for grades 5-8. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates' published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year's progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, Grades 5-8 met one year's progress based on i-Ready's Median Progress to Typical Growth Targets. Charter School's submitted data also included data for five student groups (Socioeconomically Disadvantaged, Latino, African American, English Learner, and Students with Disabilities) and all five student groups with an n-size of eleven or more demonstrated one year's progress.

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Progress to Annual Typical Growth (Median)**	**One Year's Progress**
Grade 5	53	Grades K-5: 75%	173%	Met
Socioeconomically Disadvantaged	50	Grades K-5: 75%	171%	Met
Latino	31	Grades K-5: 75%	175%	Met
African American	21	Grades K-5: 75%	155%	Met
English Learner	12	Grades K-5: 75%	150%	Met
Students with Disabilities	*	Grades K-5: 75%	*	*
Grade 6	74	Grades 6-8: 45%	149%	Met

[1] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

[2] In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

i-Ready Diagnostic Growth Reading 2023-2024				
Socioeconomically Disadvantaged	70	Grades 6-8: 45%	152%	Met
Latino	34	Grades 6-8: 45%	146%	Met
African American**	41	Grades 6-8: 45%	147%	Met
English Learner	14	Grades 6-8: 45%	195%	Met
Students with Disabilities	11	Grades 6-8: 45%	147%	Met
Grade 7	73	Grades 6-8: 45%	176%	Met
Socioeconomically Disadvantaged	65	Grades 6-8: 45%	206%	Met
Latino**	32	Grades 6-8: 45%	288%	Met
African American	38	Grades 6-8: 45%	150%	Met
English Learner	*	Grades 6-8: 45%	*	*
Students with Disabilities	14	Grades 6-8: 45%	183%	Met
Grade 8	79	Grades 6-8: 45%	167%	Met
Socioeconomically Disadvantaged	70	Grades 6-8: 45%	164%	Met
Latino	39	Grades 6-8: 45%	83%	Met
African American	42	Grades 6-8: 45%	267%	Met
English Learner	15	Grades 6-8: 45%	56%	Met
Students with Disabilities	15	Grades 6-8: 45%	128%	Met

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

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 "Spring (March 2- End of Year)" for grade levels and for the following student groups[3]: Socioeconomically Disadvantaged, Latino, African American, English Learner, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the 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. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 287 students were assessed in Math and 290 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." i-Ready's Median Progress to Typical Growth targets[4] identify schools as having met California Charter School growth expectations, based on Curriculum Associates' recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth."

[3] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

[4] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

Charter School provided 2023-2024 data for grades 5-8. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates' published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year's progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, Grades 5-8 met one year's progress based on i-Ready's Median Progress to Typical Growth Targets. Charter School's submitted data also included data for five student groups (Socioeconomically Disadvantaged, Latino, African American, English Learner, and Students with Disabilities), and all five student groups with an n-size of eleven or more demonstrated one year's progress, except African American students in grade 5.

i-Ready Diagnostic Growth Math 2023-2024				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Progress to Annual Typical Growth (Median)**	**One Year's Progress**
Grade 5	54	Grades K-5: 80%	83%	Met
Socioeconomically Disadvantaged	51	Grades K-5: 80%	83%	Met
Latino	32	Grades K-5: 80%	86%	Met
African American	21	Grades K-5: 80%	55%	Not Met
English Learner	12	Grades K-5: 80%	129%	Met
Students with Disabilities	*	Grades K-5: 80%	*	*
Grade 6	77	Grades 6-8: 60%	127%	Met
Socioeconomically Disadvantaged	71	Grades 6-8: 60%	121%	Met
Latino	35	Grades 6-8: 60%	136%	Met
African American	43	Grades 6-8: 60%	127%	Met
English Learner	14	Grades 6-8: 60%	107%	Met
Students with Disabilities	11	Grades 6-8: 60%	113%	Met
Grade 7	76	Grades 6-8: 60%	108%	Met
Socioeconomically Disadvantaged	67	Grades 6-8: 60%	115%	Met
Latino	35	Grades 6-8: 60%	125%	Met
African American	39	Grades 6-8: 60%	92%	Met
English Learner	*	Grades 6-8: 60%	*	*
Students with Disabilities	15	Grades 6-8: 60%	92%	Met
Grade 8	80	Grades 6-8: 60%	175%	Met
Socioeconomically Disadvantaged	71	Grades 6-8: 60%	175%	Met
Latino	40	Grades 6-8: 60%	182%	Met
African American	42	Grades 6-8: 60%	171%	Met
English Learner	15	Grades 6-8: 60%	175%	Met
Students with Disabilities	15	Grades 6-8: 60%	142%	Met

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

Based on the review and consideration of verified data, KIPP Scholar Academy included one year of data, including reports disaggregated by grade levels and student group reports (Socioeconomically Disadvantaged, Latino, Black or African American, English Learner, and Students with Disabilities), in both ELA and Math. In 2023-2024, KIPP Scholar Academy appears to have met a 95 percent participation rate for all grade levels and the majority of its numerically significant student groups.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School provided only one year of verified data, staff determined that the school's performance in both ELA and Math requires further review.

Based on the charter school's performance on California School Dashboard in ELA and Math; and the submitted verified data by the charter school, Staff conducted a further analysis of ELA and Math in comparison to the Resident Schools Median (RSM).[5] As indicated in the tables below, when comparing the school to the Resident Schools Median, KIPP Scholar Academy's data indicates that its student performance on California School Dashboard in 2022 was higher than the RSM for All Students and for all numerically significant student groups in ELA. In 2023 and 2024, KIPP Scholar Academy was higher than the RSM for All Students and for four of the five numerically significant student groups in ELA. In Math, student performance was higher than the RSM for All Students and all numerically significant groups in 2022. In 2023 and 2024, KIPP Scholar Academy was higher than the RSM for All Students and for four of the five numerically significant student groups in Math.

Resident Schools Analysis

KIPP Scholar Academy 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**377**	**Low**	**-35.2**	**3,508**	**Very Low**	**-80.6**	**Higher**
Black or African American	169	Low	-54.5	834	Very Low	-97.3	Higher
Latino	194	Low	-17.3	2,573	Very Low	-76.2	Higher
English Learner	88	Low	-58.7	1,057	Very Low	-112.2	Higher
Socioeconomically Disadvantaged	346	Low	-37.5	3,362	Very Low	-80.9	Higher
Students with Disabilities	62	Very Low	-118.7	577	Very Low	-139.6	Higher

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

[5] Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle Performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

KIPP Scholar Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**339**	**Orange**	**-60.4**	**4,368**	**Red**	**-76.3**	**Higher**
Black or African American	153	Red	-72.5	1,023	Orange	-104.8	Higher
Latino	169	Orange	-51.6	3,141	Red	-70.7	Higher
English Learner	80	Red	-87.7	1,413	Red	-104.9	Higher
Socioeconomically Disadvantaged	321	Orange	-63.3	3,830	Red	-77.0	Higher
Students with Disabilities	61	Red	-146.4	639	Red	-142.5	Lower

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

KIPP Scholar Academy 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	**280**	**Yellow**	**-43.9**	**3,594**	**Orange**	**-92.9**	**Higher**
Black or African American	134	Yellow	-56.0	910	Orange	-96.5	Higher
Latino	136	Yellow	-29.2	2,571	Red	-85.3	Higher
English Learner	62	Yellow	-70.0	1,216	Orange	-109.5	Higher
Socioeconomically Disadvantaged	259	Yellow	-50.5	3,275	Orange	-93.3	Higher
Students with Disabilities	48	Orange	-140.4	591	Orange	-133.4	Lower

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

KIPP Scholar Academy 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	**373**	**Very Low**	**-99.2**	**3,497**	**Very Low**	**-154.2**	**Higher**
Black or African American	167	Very Low	-129.0	830	Very Low	-166.2	Higher
Latino	192	Low	-71.0	2,571	Very Low	-141.2	Higher
English Learner	88	Very Low	-110.2	1,056	Very Low	-171.0	Higher
Socioeconomically Disadvantaged	342	Very Low	-99.4	3,352	Very Low	-154.3	Higher

KIPP Scholar Academy 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)**
Students with Disabilities	60	Very Low	-172.9	576	Very Low	-185.5	Higher

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

KIPP Scholar Academy 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	**339**	**Red**	**-104.0**	**4,362**	**Orange**	**-114.8**	**Higher**
Black or African American	153	Orange	-120.7	1,020	Orange	-151.1	Higher
Latino	169	Orange	-87.5	3,141	Orange	-105.2	Higher
English Learner	80	Red	-125.4	1,415	Orange	-150.0	Higher
Socioeconomically Disadvantaged	321	Red	-106.3	3,826	Orange	-116.3	Higher
Students with Disabilities	61	Red	-193.3	637	Orange	-179.9	Lower

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

KIPP Scholar Academy 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	**282**	**Yellow**	**-85.9**	**3,628**	**Orange**	**-136.6**	**Higher**
Black or African American	134	Orange	-116.3	910	Orange	-155.9	Higher
Latino	137	Yellow	-51.8	2,605	Orange	-127.7	Higher
English Learner	64	Yellow	-88.5	1,253	Orange	-147.9	Higher
Socioeconomically Disadvantaged	261	Yellow	-91.4	3,308	Orange	-137.4	Higher
Students with Disabilities	48	Red	-194.0	592	Orange	-165.3	Lower

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

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

KIPP Scholar Academy's fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	$583,220	$687,540	$876,130	$924,004	$940,488
Net Income/Loss	$58,777	$104,320	$188,590	$47,874	$16,484
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	397	411	363	361	309

b. 2022-2023 Independent Audit Report

Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: Yes
Lack of a Going Concern: None Reported

KIPP SoCal Public Schools' 2022-2023 independent audit report identified audit findings regarding noncompliance in the following areas:
a) Unduplicated Pupil Counts: This issue pertains to KIPP Endeavor College Preparatory Charter, with an estimated questioned cost of $3,662 as disclosed in the audit report; and
b) Transitional Kindergarten (TK): Noncompliance was noted across seven KIPP SoCal Public Schools charter schools, six of which are authorized by LAUSD, which does not include KIPP Scholar Academy. The total estimated questioned cost for these seven schools was $254,203.

During the CSD's 2023-2024 oversight process, KIPP SoCal Public Schools provided the CSD its detailed Corrective Action Plan, outlining steps taken to comply with the California TK requirements. These steps include updating enrollment, staffing, and recruitment practices, establishing a dedicated TK classroom that aligns enrollment targets with facility capacity, implementing a monthly process to check TK classroom enrollment and the adult-to-pupil ratio, and revising internal controls to conduct more frequent audits of classroom size and adult-to-pupil ratios in alignment with California Department of Education guidelines. The CSD will continue to monitor the above-mentioned audit findings and the implementation of these measures through ongoing oversight and the review of KIPP SoCal Public Schools' 2023-2024 independent audit.

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

KIPP SoCal Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
20	17	$156,642,619	$15,064,776	$82,084,526	$10,978,286

On February 1, 2024, the KIPP SoCal Public Schools Board of Directors approved the voluntarily surrender of KIPP Generations Academy and KIPP Pueblo Unido charters, effective June 30, 2024, citing issues of long-term fiscal sustainability and under-enrollment.

ATTACHMENT B

KIPP Scholar Academy

Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
S	5	5187	KIPP Scholar Academy	All Students	377	-35.2	Low	-12.2	Low	Lower	339	Orange	-60.4	-25.3	Declined Significantly	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	No Color	--	--	No Change Level	Orange	-47.9	2	Maintained	--
				Asian	*	-	No Performance Level	63	Very High	--	*	No Color	--	--	No Change Level	Blue	61.8	-1.2	Maintained	--
				Black or African American	169	-54.5	Low	-57.7	Low	Higher	153	Red	-72.5	-18	Declined Significantly	Orange	-59.6	-2	Maintained	Lower
				English Learner	88	-58.7	Low	-61.2	Low	Higher	80	Red	-87.7	-28.9	Declined Significantly	Orange	-67.7	-6.5	Declined	Lower
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	17	No Color	-93.1	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	194	-17.3	Low	-38.6	Low	Higher	169	Orange	-51.6	-34.3	Declined Significantly	Orange	-40.2	-1.7	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	346	-37.5	Low	-41.4	Low	Higher	321	Orange	-63.3	-25.7	Declined Significantly	Orange	-42.6	-1.2	Maintained	Lower
				Students with Disabilities	62	-118.7	Very Low	-97.3	Very Low	Lower	61	Red	-146.4	-27.7	Declined Significantly	Red	-96.3	1.8	Maintained	Lower
				Two or More Races	0	--	--	25.1	High	--	*	No Color	--	--	No Change Level	Green	24.3	-0.8	Maintained	--
				White	0	--	--	21.9	High	--	0	--	--	--	--	Green	20.8	-1.2	Maintained	--

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

ELA Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	100%	--	100%	100%	100%	--	100%	100%	100%	--	100%	100%	--	--
Participation Rate Met 2022 *	Yes	--	Yes	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	99%	100%	100%	98%	99%	--	75%	100%	99%	--	99%	97%	100%	--
Participation Rate Met 2023	Yes	Yes	Yes	Yes	Yes	--	No	Yes	Yes	--	Yes	Yes	Yes	--

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

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

Data Sources: California School Dashboard Research data files 2023

KIPP Scholar Academy

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.
Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
S	5	5187	KIPP Scholar Academy	All Students	373	-99.2	Very Low	-51.7	Low	Lower	339	Red	-104.0	-4.9	Declined	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	*	No Color	--	--	No Change Level	Yellow	-87.3	4.6	Increased	--
				Asian	*	-	No Performance Level	48.4	Very High	--	*	No Color	--	--	No Change Level	Blue	50.8	2.3	Maintained	--
				Black or African American	167	-129.0	Very Low	-106.9	Very Low	Lower	153	Orange	-120.7	8.3	Increased	Red	-104.5	2.6	Maintained	Lower
				English Learner	88	-110.2	Very Low	-92.0	Low	Lower	80	Red	-125.4	-15.3	Declined Significantly	Orange	-93.4	-1.4	Maintained	Lower
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	17	No Color	-136.4	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	192	-71.0	Low	-83.4	Low	Higher	169	Orange	-87.5	-16.6	Declined Significantly	Orange	-80.8	2.6	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	342	-99.4	Very Low	-84.0	Low	Lower	321	Red	-106.3	-6.9	Declined	Yellow	-80.8	3.2	Increased	Lower
				Students with Disabilities	60	-172.9	Very Low	-130.8	Very Low	Lower	61	Red	-193.3	-20.4	Declined Significantly	Orange	-127.3	5.5	Increased	Lower
				Two or More Races	0	--	--	-9.9	Medium	--	*	No Color	--	--	No Change Level	Yellow	-7.4	2.5	Maintained	--
				White	0	--	--	-13.4	Medium	--	0	--	--	--	--	Yellow	-11.1	2.3	Maintained	--

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

Math Participation Rate By Student Group														
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%	--	100%	99%	100%	--	100%	100%	99%	--	99%	97%	--	--
Participation Rate Met 2022 *	Yes	--	Yes	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	99%	100%	100%	98%	99%	--	75%	100%	99%	--	99%	97%	100%	--
Participation Rate Met 2023	Yes	Yes	Yes	Yes	Yes	--	No	Yes	Yes	--	Yes	Yes	Yes	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files 2023

KIPP Scholar Academy

English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator - CA School Dashboard Indicator

					2022 School			2022 State			2023 School					2023 State				
RG	BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
S	5	5187	KIPP Scholar Academy	English Learner	50	52.0%	Medium	50.3%	Medium	Higher	67	Orange	47.8%	-4.2%	Declined	Yellow	48.7%	-1.6%	Maintained	Lower

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

ELPAC Participation

Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation Rate Met
2022	72	72	100.0%	Yes
2023	70	70	100.0%	Yes

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

2022 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
KIPP Scholar Academy		State
ELs Who Progressed at Least One ELPI Level	44.0%	47.5%
ELs Who Maintained ELPI Level 4	8.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	34.0%	31.4%
ELs Who Decreased at Least One ELPI Level	14.0%	18.3%

2023 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
KIPP Scholar Academy		State
ELs Who Progressed at Least One ELPI Level	43.3%	46.4%
ELs Who Maintained ELPI Level 4	4.5%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	32.8%	32.7%
ELs Who Decreased at Least One ELPI Level	19.4%	18.6%

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

Data Sources: California School Dashboard Research data files 2023

KIPP Scholar Academy

Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

Chronic Absenteeism - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
S	5	5187	KIPP Scholar Academy	All Students	399	40.4%	Very High	30.0%	Very High	Higher	387	Red	44.4%	4.1%	Increased Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	*	--	No Performance Level	11.5%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	10.1%	-1.4	Declined	--
				Black or African American	180	46.7%	Very High	42.9%	Very High	Higher	182	Red	54.9%	8.3%	Increased Significantly	Yellow	36.4%	-6.5	Declined Significantly	Higher
				English Learner	76	22.4%	Very High	33.6%	Very High	Lower	77	Red	27.3%	4.9%	Increased	Yellow	26.3%	-7.3	Declined Significantly	Higher
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	30	No Color	70.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	Higher
				Latino	204	32.8%	Very High	35.8%	Very High	Lower	186	Red	33.9%	1.0%	Increased	Yellow	28.4%	-7.4	Declined Significantly	Higher
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	362	43.4%	Very High	37.4%	Very High	Higher	364	Red	44.8%	1.4%	Increased	Yellow	29.9%	-7.5	Declined Significantly	Higher
				Students with Disabilities	65	49.2%	Very High	39.6%	Very High	Higher	73	Red	63.0%	13.8%	Increased	Yellow	33.1%	-6.5	Declined Significantly	Higher
				Two or More Races	14	71.4%	No Performance Level	25.1%	Very High	--	16	No Color	43.8%	-27.7%	Declined	Yellow	21.6%	-3.5	Declined Significantly	--
				White	0	--	--	21.9%	Very High	--	0	--	--	--	--	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

KIPP Scholar Academy

Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
S	5	5187	KIPP Scholar Academy	All Students	406	0.0%	Very Low	3.1%	Medium	Lower	398	Green	0.5%	0.5%	Increased	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	*	No Color	--	--	No Change Level	Orange	7.4%	1.0%	Increased	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--	*	No Color	--	--	No Change Level	Green	1.1%	0.2%	Maintained	--
				Black or African American	185	0.0%	Very Low	7.9%	High	Lower	185	Yellow	1.1%	1.1%	Increased	Red	8.8%	0.9%	Increased	Lower
				English Learner	76	0.0%	Very Low	3.2%	Medium	Lower	78	Blue	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower
				Filipino	0	--	--	1.2%	Low	--	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	*	--	No Performance Level	5.5%	High	--	31	No Color	0.0%	--	No Change Level	Orange	6.5%	1.0%	Increased	Lower
				Latino	206	0.0%	Very Low	3.3%	Medium	Lower	193	Blue	0.0%	0.0%	Maintained	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	366	0.0%	Very Low	4.0%	Medium	Lower	374	Green	0.5%	0.5%	Increased	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	65	0.0%	Very Low	5.4%	High	Lower	74	Blue	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	14	0.0%	No Performance Level	2.9%	Medium	--	17	No Color	0.0%	0.0%	Maintained	Orange	3.3%	0.4%	Increased	--
				White	0	--	--	2.6%	Medium	--	0	--	--	--	--	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

KIPP Scholar Academy

Enrollment Report

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

2023-2024 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	5	5187	KIPP Scholar Academy	309	92.6%	0.0%	0.3%	0.0%	47.9%	16.2%	0.0%	1.0%	8.7%	46.9%	0.0%	0.0%	3.6%	92.6%	16.5%	1.3%	0.0%
			Statewide	5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
			Los Angeles Unified	529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	5	5187	KIPP Scholar Academy	362	94.5%	0.0%	0.0%	0.3%	45.9%	20.2%	0.0%	1.1%	3.9%	49.4%	0.0%	0.0%	3.6%	94.8%	17.7%	0.8%	0.0%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

KIPP Scholar Academy

RECLASSIFICATION RATES

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

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
S	5	5187	KIPP Scholar Academy	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Langauge Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

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

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

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

KIPP Scholar Academy

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

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

					2022-2023				2023-2024			
RG	BD	Loc Code	School	English Learners	School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
S	5	5187	KIPP Scholar Academy	LTEL 6+ Years	25	21.4%	226,535	11.1%	21	24.1%	211,218	18.1%
				At-Risk 4-5 Years	15	12.8%	144,190	7.1%	9	10.3%	136,190	9.6%
				EL 0-3 Years	3	2.6%	505,487	24.8%	1	1.1%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	30	25.6%	236,323	11.6%	19	21.8%	207,773	10.4%
				EL total	73	62.4%	1,112,535	54.5%	50	57.5%	1,074,833	53.8%
				RFEP	44	37.6%	927,723	45.5%	37	42.5%	924,460	46.2%
				Total (Ever)	117	100.0%	2,040,258	100.0%	87	100.0%	1,999,293	100.0%

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

KIPP Scholar Academy

Students with Disabilities Report

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

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	5	5187	KIPP Scholar Academy	309	51	16.5%
			Statewide	5,837,690	799,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	5	5187	KIPP Scholar Academy	362	64	17.7%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	5	5187	KIPP Scholar Academy	98.0%	2.0%	1	0	0	0	0	0	0	0	12	0	31	7	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	5	5187	KIPP Scholar Academy	92.2%	7.8%	5	0	0	0	0	0	0	0	12	0	41	6	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

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

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

KIPP Scholar

KIPP Scholar Academy - 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	Yellow	-43.9	16.5	Orange	-13.2	Lower
English Learner	Met	Yellow	-70.0	17.7	Orange	-67.6	Lower
Latino	Met	Yellow	-29.2	22.4	Orange	-39.3	Higher
Socioeconomically Disadvantaged	Met	Yellow	-50.5	12.7	Orange	-40.9	Lower
Students with Disabilities	Met	Orange	-140.4	6.0	Red	-95.6	Lower
Black or African American	Met	Yellow	-56.0	16.5	Orange	-58.9	Higher

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

KIPP Scholar Academy - Math Indicator - 2023-2024

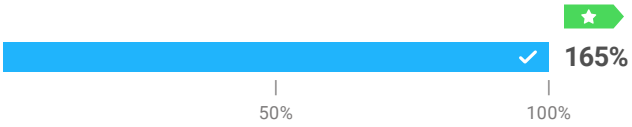
Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-85.9**	**18.1**	**Orange**	**-47.6**	**Lower**
English Learner	Met	Yellow	-88.5	36.9	Orange	-93.4	Higher
Latino	Met	Yellow	-51.8	35.7	Orange	-79.2	Higher
Socioeconomically Disadvantaged	Met	Yellow	-91.4	14.9	Orange	-78.2	Lower
Students with Disabilities	Met	Red	-194.0	-0.7	Red	-124.3	Lower
Black or African American	Met	Orange	-116.3	4.3	Red	-102.2	Lower

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

School	KIPP Scholar Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

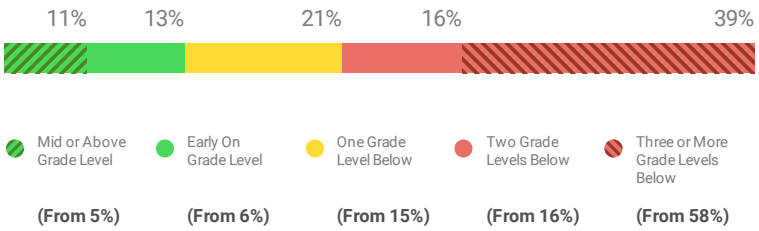
Students Assessed/Total: **279/290**

Progress to Annual Typical Growth (Median)



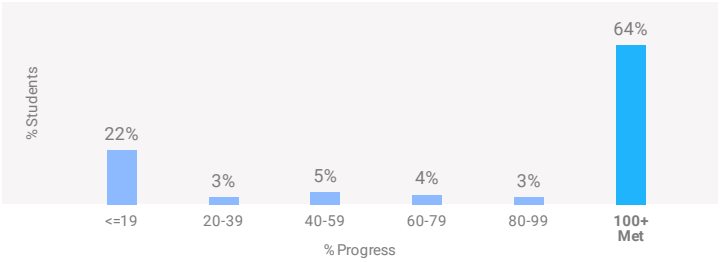
The median percent progress towards Typical Growth for this school is 165%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



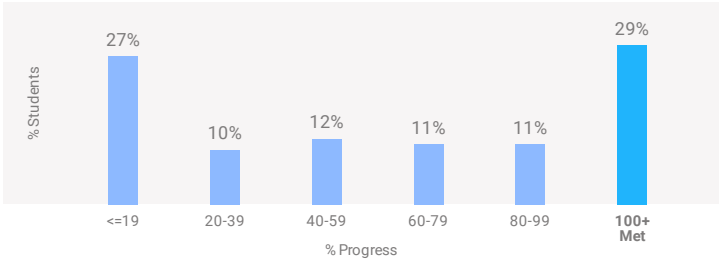
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: English Learner

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	173%	72%	79%	30%	64%	53/55
Grade 5	Yes - English Learner	150%	67%	64%	17%	67%	12/12
Grade 5	No - English Learner	175%	73%	85%	34%	63%	41/43
Grade 6	Overall	149%	66%	56%	26%	59%	74/78
Grade 6	Yes - English Learner	195%	79%	73%	14%	64%	14/14
Grade 6	No - English Learner	142%	63%	53%	28%	58%	60/64

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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	176%	67%	60%	29%	64%	73/77
Grade 7	[redacted]						
Grade 7	No - English Learner	168%	67%	57%	26%	64%	66/68
Grade 8	Overall	167%	54%	58%	33%	54%	79/80
Grade 8	Yes - English Learner	56%	40%	20%	20%	40%	15/15
Grade 8	No - English Learner	175%	58%	61%	36%	58%	64/65

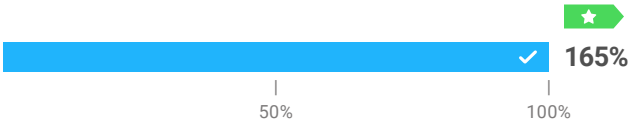
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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

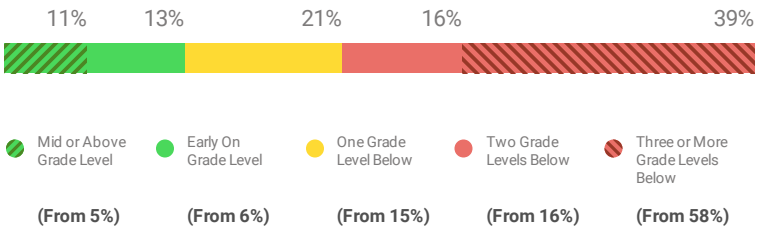
Students Assessed/Total: **279/290**

Progress to Annual Typical Growth (Median)



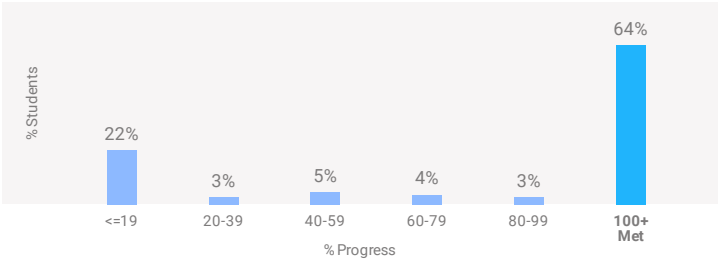
The median percent progress towards Typical Growth for this school is 165%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



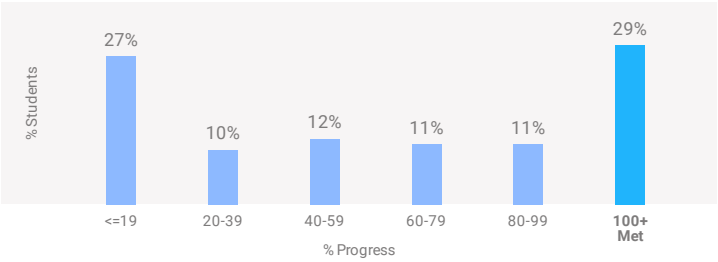
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Economically Disadvantaged

Showing 14 of 14

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	173%	72%	79%	30%	64%	53/55
Grade 5	Yes - Economically Disadvantaged	171%	72%	78%	28%	64%	50/51
Grade 5	[redacted]						
Grade 6	Overall	149%	66%	56%	26%	59%	74/78
Grade 6	Yes - Economically Disadvantaged	152%	67%	57%	27%	61%	70/71
Grade 6	[redacted]						

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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	[redacted]						
Grade 7	Overall	176%	67%	60%	29%	64%	73/77
Grade 7	Yes - Economically Disadvantaged	206%	66%	70%	29%	66%	65/67
Grade 7	[redacted]						
Grade 7	[redacted]						
Grade 8	Overall	167%	54%	58%	33%	54%	79/80
Grade 8	Yes - Economically Disadvantaged	164%	54%	59%	34%	51%	70/71
Grade 8	[redacted]						

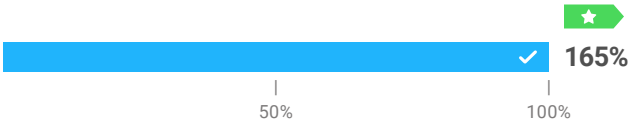
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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

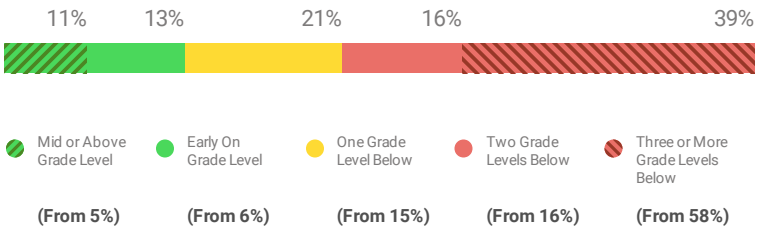
Students Assessed/Total: **279/290**

Progress to Annual Typical Growth (Median)



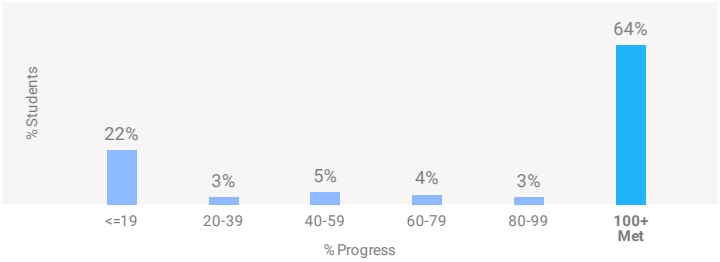
The median percent progress towards Typical Growth for this school is 165%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



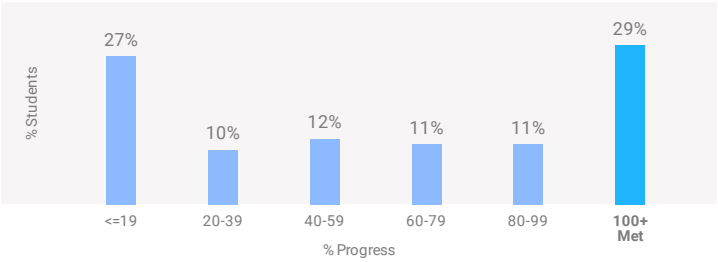
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Hispanic or Latino

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	173%	72%	79%	30%	64%	53/55
Grade 5	Yes - Hispanic or Latino	175%	71%	79%	29%	65%	31/32
Grade 5	No - Hispanic or Latino	167%	73%	78%	32%	64%	22/23
Grade 6	Overall	149%	66%	56%	26%	59%	74/78
Grade 6	Yes - Hispanic or Latino	146%	65%	55%	21%	56%	34/35
Grade 6	No - Hispanic or Latino	150%	68%	56%	30%	63%	40/43

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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	176%	67%	60%	29%	64%	73/77
Grade 7	Yes - Hispanic or Latino	288%	72%	97%	47%	69%	32/36
Grade 7	No - Hispanic or Latino	147%	63%	50%	15%	61%	41/41
Grade 8	Overall	167%	54%	58%	33%	54%	79/80
Grade 8	Yes - Hispanic or Latino	83%	49%	28%	23%	51%	39/40
Grade 8	No - Hispanic or Latino	267%	60%	84%	43%	58%	40/40

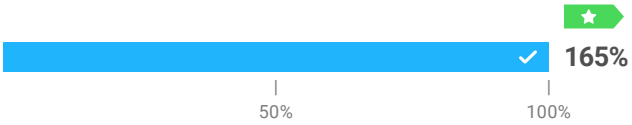
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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

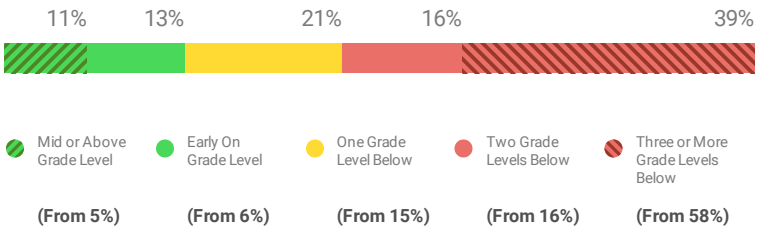
Students Assessed/Total: **279/290**

Progress to Annual Typical Growth (Median)



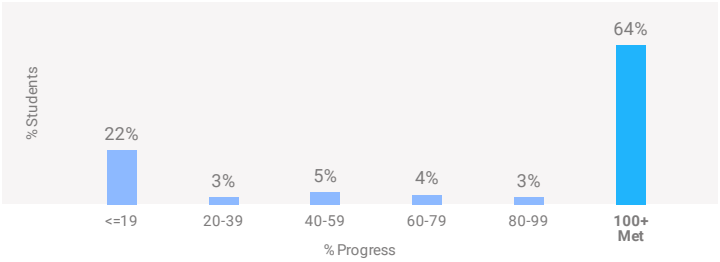
The median percent progress towards Typical Growth for this school is 165%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



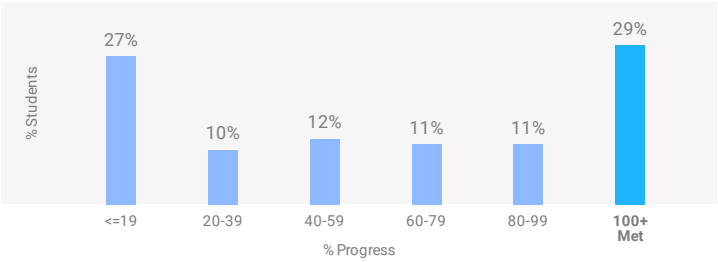
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: **Grade**

Secondary Demographic to Show Results By: **Race**

Showing 22 of 22

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	173%	72%	79%	30%	64%	53/55
Grade 5	[redacted]						
Grade 5	Black or African American	155%	71%	66%	24%	57%	21/22
Grade 5	[redacted]						
Grade 5	Not Reported	180%	70%	81%	33%	67%	30/31
Grade 6	Overall	149%	66%	56%	26%	59%	74/78

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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	[redacted]						
Grade 6							
Grade 6	Black or African American	147%	68%	55%	32%	66%	41/44
Grade 6	[redacted]						
Grade 6							
Grade 6	Not Reported	150%	70%	57%	13%	48%	23/24
Grade 7	Overall	176%	67%	60%	29%	64%	73/77
Grade 7	Black or African American	150%	68%	51%	16%	66%	38/39
Grade 7	[redacted]						
Grade 7							
Grade 7	Not Reported	268%	73%	96%	42%	65%	26/28
Grade 8	Overall	167%	54%	58%	33%	54%	79/80
Grade 8	Black or African American	267%	60%	72%	40%	57%	42/42
Grade 8	[redacted]						
Grade 8							
Grade 8	Not Reported	144%	56%	52%	22%	52%	27/28

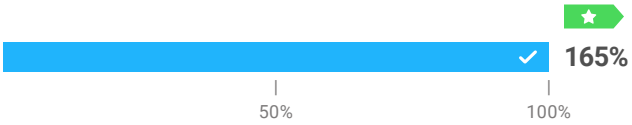
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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

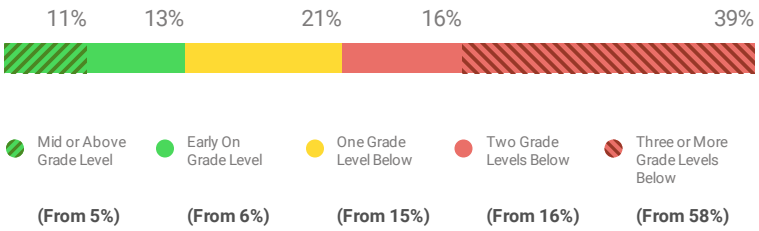
Students Assessed/Total: **279/290**

Progress to Annual Typical Growth (Median)



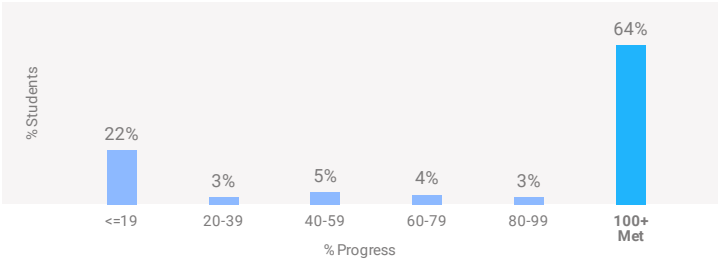
The median percent progress towards Typical Growth for this school is 165%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



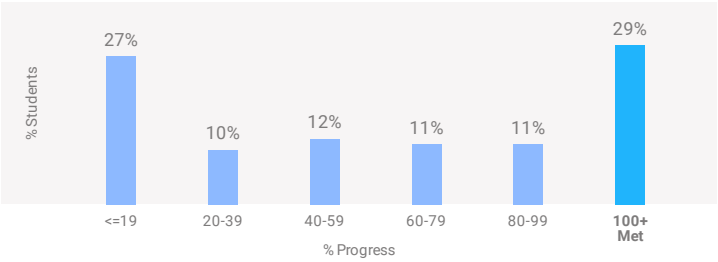
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: **Grade**

Secondary Demographic to Show Results By: **Special Education**

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	173%	72%	79%	30%	64%	53/55
Grade 5	[redacted]						
Grade 5	No - Special Education	173%	74%	79%	32%	64%	47/49
Grade 6	Overall	149%	66%	56%	26%	59%	74/78
Grade 6	Yes - Special Education	147%	82%	55%	27%	73%	11/11
Grade 6	No - Special Education	150%	63%	57%	25%	57%	63/67

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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	176%	67%	60%	29%	64%	73/77
Grade 7	Yes - Special Education	183%	64%	62%	21%	64%	14/15
Grade 7	No - Special Education	176%	68%	60%	31%	64%	59/62
Grade 8	Overall	167%	54%	58%	33%	54%	79/80
Grade 8	Yes - Special Education	128%	53%	46%	20%	47%	15/15
Grade 8	No - Special Education	173%	55%	59%	36%	56%	64/65

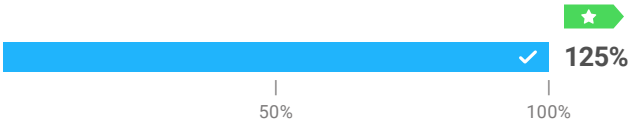
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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

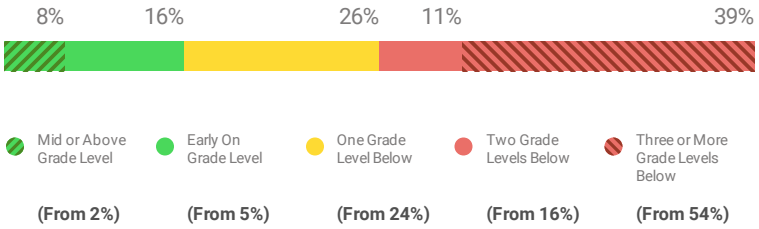
Students Assessed/Total: **287/290**

Progress to Annual Typical Growth (Median)



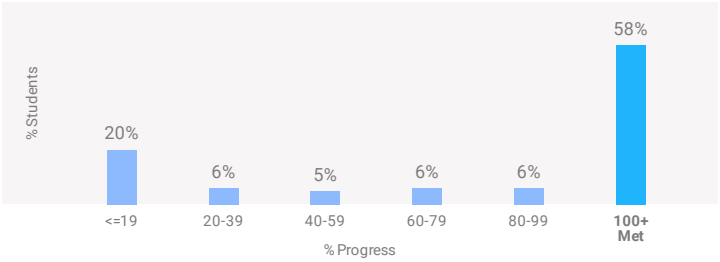
The median percent progress towards Typical Growth for this school is 125%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



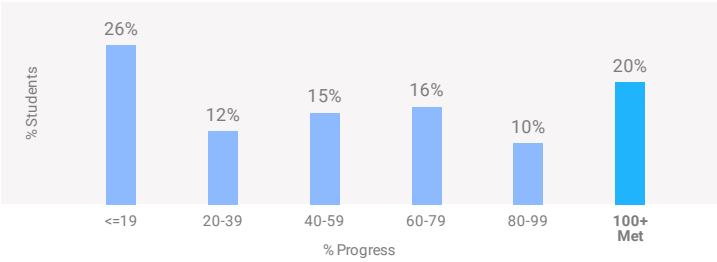
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: English Learner

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	83%	37%	46%	6%	56%	54/55
Grade 5	Yes - English Learner	129%	58%	64%	8%	83%	12/12
Grade 5	No - English Learner	75%	31%	41%	5%	48%	42/43
Grade 6	Overall	127%	62%	57%	17%	64%	77/78
Grade 6	Yes - English Learner	107%	64%	52%	14%	50%	14/14
Grade 6	No - English Learner	133%	62%	60%	17%	67%	63/64

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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	108%	54%	49%	20%	62%	76/77
Grade 7	[redacted]						
Grade 7	No - English Learner	115%	57%	52%	21%	61%	67/68
Grade 8	Overall	175%	73%	68%	33%	75%	80/80
Grade 8	Yes - English Learner	175%	87%	68%	40%	87%	15/15
Grade 8	No - English Learner	167%	69%	65%	31%	72%	65/65

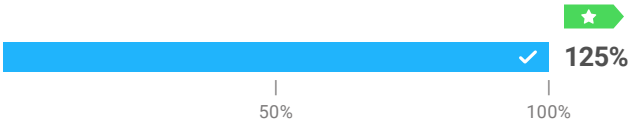
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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

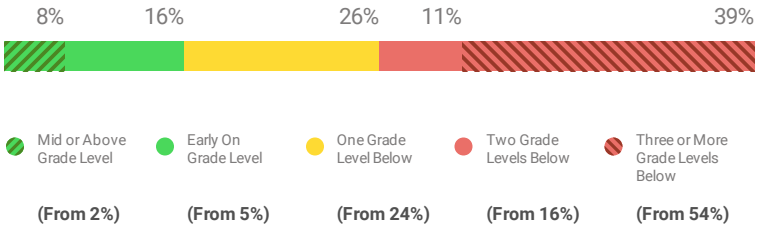
Students Assessed/Total: **287/290**

Progress to Annual Typical Growth (Median)



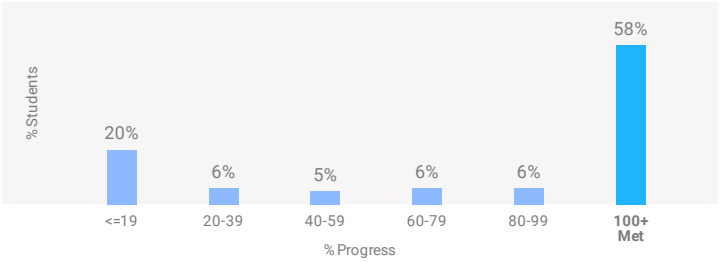
The median percent progress towards Typical Growth for this school is 125%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



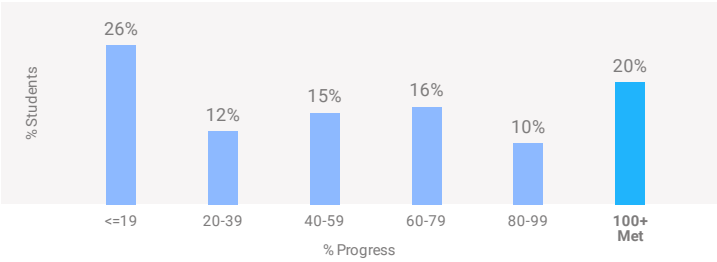
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: **Grade**

Secondary Demographic to Show Results By: **Economically Disadvantaged**

Showing 14 of 14

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	83%	37%	46%	6%	56%	54/55
Grade 5	Yes - Economically Disadvantaged	83%	39%	48%	6%	57%	51/51
Grade 5	[redacted]						
Grade 6	Overall	127%	62%	57%	17%	64%	77/78
Grade 6	Yes - Economically Disadvantaged	121%	62%	57%	15%	62%	71/71
Grade 6	[redacted]						

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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	[redacted]						
Grade 7	Overall	108%	54%	49%	20%	62%	76/77
Grade 7	Yes - Economically Disadvantaged	115%	55%	52%	21%	64%	67/67
Grade 7	[redacted]						
Grade 7							
Grade 8	Overall	175%	73%	68%	33%	75%	80/80
Grade 8	Yes - Economically Disadvantaged	175%	73%	68%	34%	73%	71/71
Grade 8	[redacted]						

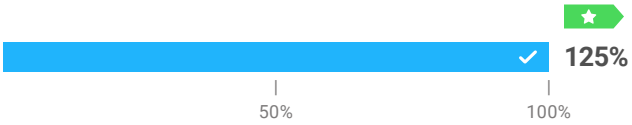
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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

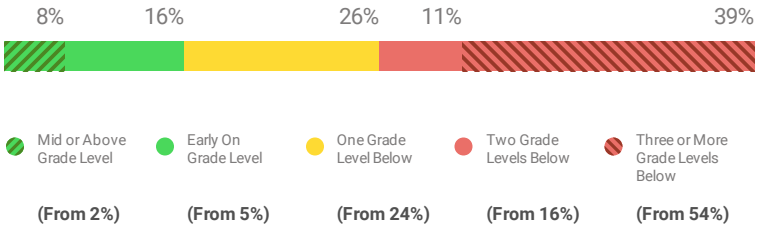
Students Assessed/Total: **287/290**

Progress to Annual Typical Growth (Median)



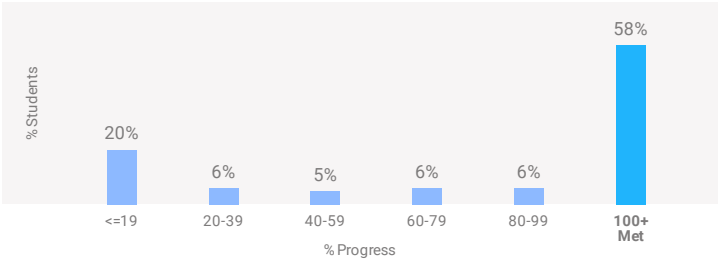
The median percent progress towards Typical Growth for this school is 125%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



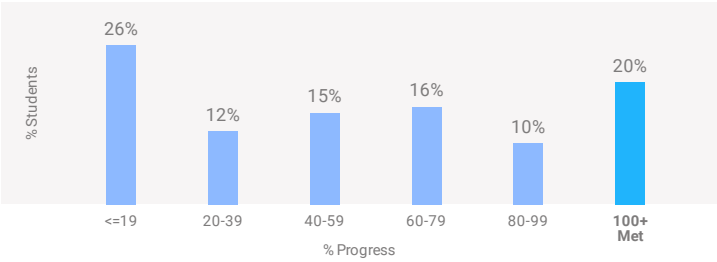
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Hispanic or Latino

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	83%	37%	46%	6%	56%	54/55
Grade 5	Yes - Hispanic or Latino	86%	44%	49%	9%	66%	32/32
Grade 5	No - Hispanic or Latino	61%	27%	31%	0%	41%	22/23
Grade 6	Overall	127%	62%	57%	17%	64%	77/78
Grade 6	Yes - Hispanic or Latino	136%	71%	63%	11%	63%	35/35
Grade 6	No - Hispanic or Latino	114%	55%	51%	21%	64%	42/43

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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	108%	54%	49%	20%	62%	76/77
Grade 7	Yes - Hispanic or Latino	125%	57%	64%	23%	63%	35/36
Grade 7	No - Hispanic or Latino	100%	51%	42%	17%	61%	41/41
Grade 8	Overall	175%	73%	68%	33%	75%	80/80
Grade 8	Yes - Hispanic or Latino	182%	83%	73%	30%	80%	40/40
Grade 8	No - Hispanic or Latino	149%	63%	60%	35%	70%	40/40

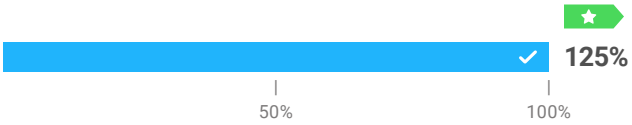
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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

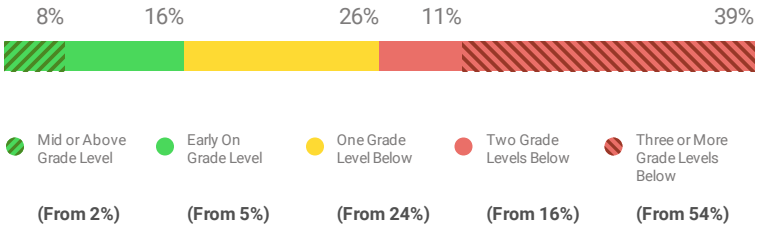
Students Assessed/Total: **287/290**

Progress to Annual Typical Growth (Median)



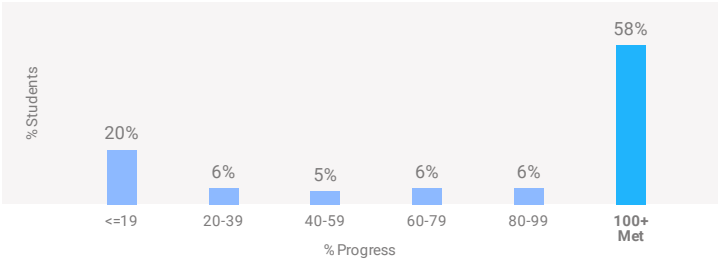
The median percent progress towards Typical Growth for this school is 125%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



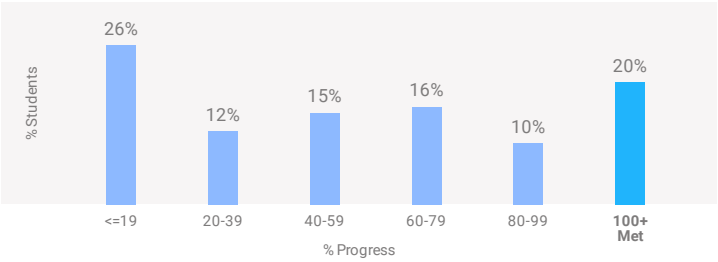
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: **Grade**

Secondary Demographic to Show Results By: **Race**

Showing 22 of 22

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	83%	37%	46%	6%	56%	54/55
Grade 5	[redacted]						
Grade 5	Black or African American	55%	29%	27%	0%	43%	21/22
Grade 5	[redacted]						
Grade 5	Not Reported	94%	45%	52%	10%	61%	31/31
Grade 6	Overall	127%	62%	57%	17%	64%	77/78

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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	[redacted]						
Grade 6							
Grade 6	Black or African American	127%	56%	57%	21%	70%	43/44
Grade 6	[redacted]						
Grade 6							
Grade 6	Not Reported	117%	67%	54%	8%	54%	24/24
Grade 7	Overall	108%	54%	49%	20%	62%	76/77
Grade 7	Black or African American	92%	49%	42%	15%	62%	39/39
Grade 7	[redacted]						
Grade 7							
Grade 7	Not Reported	108%	52%	55%	19%	56%	27/28
Grade 8	Overall	175%	73%	68%	33%	75%	80/80
Grade 8	Black or African American	171%	67%	67%	36%	74%	42/42
Grade 8	[redacted]						
Grade 8							
Grade 8	Not Reported	171%	79%	67%	25%	79%	28/28

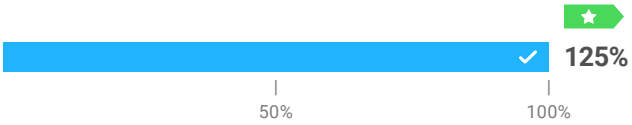
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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

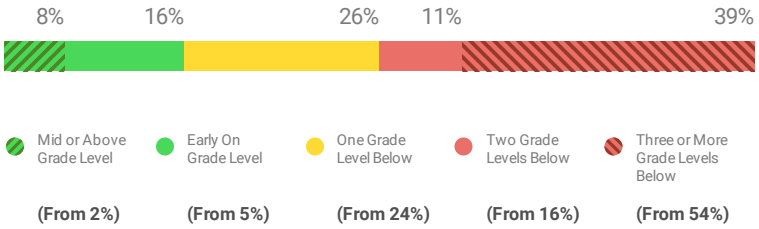
Students Assessed/Total: **287/290**

Progress to Annual Typical Growth (Median)



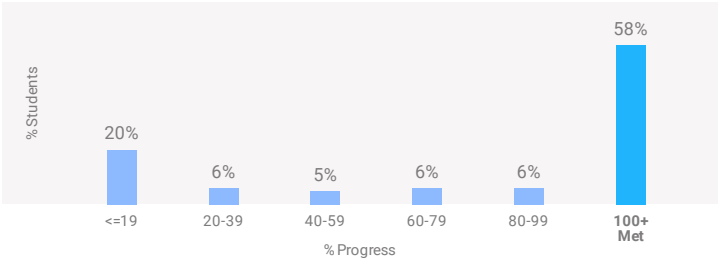
The median percent progress towards Typical Growth for this school is 125%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



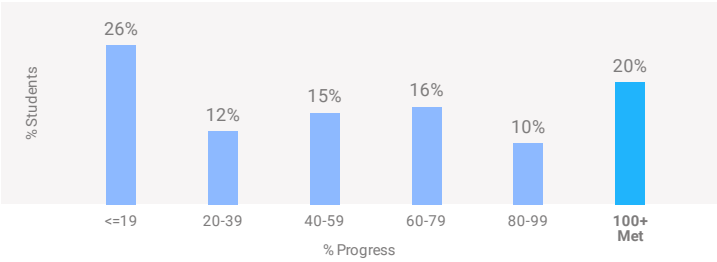
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Special Education

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	83%	37%	46%	6%	56%	54/55
Grade 5	[redacted]						
Grade 5	No - Special Education	83%	38%	46%	6%	54%	48/49
Grade 6	Overall	127%	62%	57%	17%	64%	77/78
Grade 6	Yes - Special Education	113%	55%	49%	9%	36%	11/11
Grade 6	No - Special Education	133%	64%	59%	18%	68%	66/67

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Diagnostic Growth

School	KIPP Scholar Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	108%	54%	49%	20%	62%	76/77
Grade 7	Yes - Special Education	92%	47%	36%	20%	60%	15/15
Grade 7	No - Special Education	108%	56%	52%	20%	62%	61/62
Grade 8	Overall	175%	73%	68%	33%	75%	80/80
Grade 8	Yes - Special Education	142%	67%	55%	33%	73%	15/15
Grade 8	No - Special Education	183%	74%	71%	32%	75%	65/65

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ATTACHMENT D
KIPP Scholar Academy
Resident Schools Data Set

Academic Performance Medians- English Language Arts

KIPP Scholar Academy 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**377**	**Low**	**-35.2**	**3,508**	**Very Low**	**-80.6**	**Higher**
Black or African American	169	Low	-54.5	834	Very Low	-97.3	Higher
Latino	194	Low	-17.3	2,573	Very Low	-76.2	Higher
English Learner	88	Low	-58.7	1,057	Very Low	-112.2	Higher
Socioeconomically Disadvantaged	346	Low	-37.5	3,362	Very Low	-80.9	Higher
Students with Disabilities	62	Very Low	-118.7	577	Very Low	-139.6	Higher

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

KIPP Scholar Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**339**	**Orange**	**-60.4**	**4,368**	**Red**	**-76.3**	**Higher**
Black or African American	153	Red	-72.5	1,023	Orange	-104.8	Higher
Latino	169	Orange	-51.6	3,141	Red	-70.7	Higher
English Learner	80	Red	-87.7	1,413	Red	-104.9	Higher
Socioeconomically Disadvantaged	321	Orange	-63.3	3,830	Red	-77.0	Higher
Students with Disabilities	61	Red	-146.4	639	Red	-142.5	Lower

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

KIPP Scholar Academy 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	**280**	**Yellow**	**-43.9**	**3,594**	**Orange**	**-92.9**	**Higher**
Black or African American	134	Yellow	-56.0	910	Orange	-96.5	Higher

KIPP Scholar Academy
Resident Schools Data Set

KIPP Scholar Academy 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)
Latino	136	Yellow	-29.2	2,571	Red	-85.3	Higher
English Learner	62	Yellow	-70.0	1,216	Orange	-109.5	Higher
Socioeconomically Disadvantaged	259	Yellow	-50.5	3,275	Orange	-93.3	Higher
Students with Disabilities	48	Orange	-140.4	591	Orange	-133.4	Lower

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

Academic Performance Medians- Math

KIPP Scholar Academy 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	**373**	**Very Low**	**-99.2**	**3,497**	**Very Low**	**-154.2**	**Higher**
Black or African American	167	Very Low	-129.0	830	Very Low	-166.2	Higher
Latino	192	Low	-71.0	2,571	Very Low	-141.2	Higher
English Learner	88	Very Low	-110.2	1,056	Very Low	-171.0	Higher
Socioeconomically Disadvantaged	342	Very Low	-99.4	3,352	Very Low	-154.3	Higher
Students with Disabilities	60	Very Low	-172.9	576	Very Low	-185.5	Higher

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

KIPP Scholar Academy 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	**339**	**Red**	**-104.0**	**4,362**	**Orange**	**-114.8**	**Higher**
Black or African American	153	Orange	-120.7	1,020	Orange	-151.1	Higher
Latino	169	Orange	-87.5	3,141	Orange	-105.2	Higher
English Learner	80	Red	-125.4	1,415	Orange	-150.0	Higher
Socioeconomically Disadvantaged	321	Red	-106.3	3,826	Orange	-116.3	Higher

KIPP Scholar Academy
Resident Schools Data Set

KIPP Scholar Academy 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)
Students with Disabilities	61	Red	-193.3	637	Orange	-179.9	Lower

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

KIPP Scholar Academy 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	**282**	**Yellow**	**-85.9**	**3,628**	**Orange**	**-136.6**	**Higher**
Black or African American	134	Orange	-116.3	910	Orange	-155.9	Higher
Latino	137	Yellow	-51.8	2,605	Orange	-127.7	Higher
English Learner	64	Yellow	-88.5	1,253	Orange	-147.9	Higher
Socioeconomically Disadvantaged	261	Yellow	-91.4	3,308	Orange	-137.4	Higher
Students with Disabilities	48	Red	-194.0	592	Orange	-165.3	Lower

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

ATTACHMENT E

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
KIPP SCHOLAR ACADEMY
BOARD OF EDUCATION REPORT 156–24/25
January 14, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2025 until June 30, 2030 to serve up to 450 students in grades 5-8 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of KIPP Scholar Academy for five (5) years beginning July 1, 2025, until June 30, 2030.

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

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

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

PREPARED BY:

JOSÉ SALAS
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

Return to Order of Business

TAB 21

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-157-24/25, **Version:** 1

Denial of the Renewal Petition for KIPP Sol Academy [PUBLIC HEARING]
January 14, 2025
Charter Schools Division

Action Proposed:
Adopt the denial of the renewal charter petition for KIPP Sol Academy ("Charter School"), located in Board District 2 and Region East, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy.

Background:
KIPP Sol Academy is a 5-8 school currently serving 461 students on a private facility at 4800 E. Cesar Chavez Avenue, Los Angeles, CA, 90022 in Board District 2 and Region East. KIPP Sol Academy was originally approved by the LAUSD Board of Education on October 4, 2011. On November 15, 2016, the charter school was renewed for a five-year term to serve 485 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for KIPP Sol Academy expires June 30, 2025.

On October 17, 2024, KIPP Sol Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through January 15, 2025.

An initial Public Hearing was held on December 10, 2024.

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

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

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

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

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

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

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

Grounds for Nonrenewal:
Staff of the Charter Schools Division and the Office of the General Counsel reviewed the renewal charter petition application for KIPP Sol Academy 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 KIPP Sol Academy, based on review of the petition and supporting documentation, staff has determined that petitioners are unlikely to successfully implement the program set forth in the petition, and that the charter school has not attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school.

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

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of denial and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy, Charter School would not be authorized to continue operating as a charter school under the authority of the Board. Charter School's current charter expires on June 30, 2025. 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. 157, 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 KIPP Sol Academy, 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, 2025. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised renewal charter petition that meets all LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and compliance with 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 chosen to remain with a non-LAUSD Special Education Local Planning Area (SELPA) of which it is currently a participating member. Should Charter School subsequently elect to be part of the LAUSD SELPA, any Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in an MOU between the Charter School and the District. The Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

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

Equity Impact:
Not applicable

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - KIPP Sol Academy Data Set
Attachment C - KIPP Sol Academy Verified Data Reports
Attachment D - KIPP Sol Academy RSM Data
Attachment E - Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy.

Budget and Petition will be available prior to the board meeting at the following link:
https://drive.google.com/drive/folders/1528lGsX1iKPQEcxZ5vy1Te_yle0PJfDG?usp=sharing

Informatives:
Not applicable

Submitted:
12/13/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

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ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 157-24/25
January 14, 2025

School Name:	**KIPP Sol Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **January 15, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**KIPP SoCal Public Schools**		
Location Code:	**5189**		
Type of Site(s):	**Private**		
Site Address(es):	**4800 E. Cesar Chavez Avenue, Los Angeles, CA 90022**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**5-8**	Current Enrollment:	**461**
Grade Levels Authorized in Current Charter:	**5-8**	Approved Enrollment in Current Charter:	**485**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Denial**		
PROPOSED BENCHMARKS:	**Not applicable**		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the renewal petition for KIPP Sol Academy ("Charter School"), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 485 students in grades 5-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy*, 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 KIPP Sol Academy*, 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

	KIPP Sol Academy
Initial Authorization:	On October 4, 2011, KIPP Sol Academy (formerly named KIPP Charter Middle School #5) was authorized by the LAUSD Board of Education to serve 490 students in grades 5-8.
Most Recent Renewal	The charter was renewed on November 15, 2016 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 485 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for KIPP Sol Academy expires June 30, 2025.

	KIPP Sol Academy
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on October 26, 2021, to add and an admissions preference.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	KIPP Sol Academy submitted its renewal petition application on October 17, 2024. The 90-day statutory timeline for Board action on the petition runs through January 15, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	KIPP Sol Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	KIPP Sol Academy participates in the El Dorado Special Education Local Plan Area (SELPA).

B. Charter School Operator

KIPP Sol Academy is operated by KIPP SoCal Public Schools, a California nonprofit public benefit corporation that also operates 14 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

KIPP Sol Academy has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.
The school did not attain measurable increases in academic achievement schoolwide and for numerically significant student groups based on the California School Dashboard. The charter school provided only one year of verified data desegregated by grade levels; however, the verified data was not clear and convincing. Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy* for more details.

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.

KIPP Sol Academy Dashboard Indicators

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

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

c. English Language Arts Indicator

*Ple*ase see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy* for more details.

d. Math Indicator

*Ple*ase see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy* for more details.

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of High was higher than the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Orange was higher than the state's Performance Level of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate. In 2024 on the English Learner Progress Indicator (ELPI), the charter school's Performance Level of Yellow was higher than the state's Performance Level of Orange. The charter school's English Learner Progress Rate was higher than the state's rate.

KIPP Sol Academy - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	63.0%	Medium	50.3%	Higher

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

KIPP Sol Academy - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	52.9%	-10.1%	Yellow	48.7%	Higher

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

KIPP Sol Academy - 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	Yellow	54.3%	1.5%	Orange	45.7%	Higher
Long-Term English Learners	---	Yellow	61.2%	-9.5%	Orange	45.8%	Higher

Data Sources: CA School Dashboard

--- As of the writing of this report, the 2024 Dashboard Participation Rate has not been publicly released

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and higher for three of the four numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for three of four numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for four of five 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 2024.

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

l. Additional Information
Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following

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

a. Governance

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Developing*
Concerns	The rating of *Developing* in 2023-2024 was a result of the school performing lower than the state in the majority of the California School Dashboard indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

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

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

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 ("Spring (March 2 - End of Year)") in Reading and Math. i-

Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list. *Ple*ase see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy* for more details.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

*Ple*ase see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy* for more details.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
KIPP Sol Academy's fiscal condition is positive since the 2019-2020 fiscal year.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	$3,499,193	$4,502,592	$6,081,485	$6,390,543	$6,298,533
Net Income/Loss	$130,686	$1,003,399	$1,578,893	$309,058	($92,010) *
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	503	514	498	495	483

*Per KIPP SoCal Public Schools, the net loss projected in the Fiscal Year 2023-2024 Unaudited Actuals was primarily due to an unexpected increase in Special Education and substitute teacher costs and tenant improvements for the school facility.

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

KIPP SoCal Public Schools' 2022-2023 independent audit report identified audit findings regarding noncompliance in the following areas:
a) Unduplicated Pupil Counts: This issue pertains to KIPP Endeavor College Preparatory Charter, with an estimated questioned cost of $3,662 as disclosed in the audit report; and
b) Transitional Kindergarten (TK): Noncompliance was noted across seven KIPP SoCal Public Schools charter schools, six of which are authorized by LAUSD, which does not include KIPP Sol Academy. The total estimated questioned cost for these seven schools was $254,203.

During the CSD's 2023-2024 oversight process, KIPP SoCal Public Schools provided the CSD its detailed Corrective Action Plan, outlining steps taken to comply with the California TK requirements. These steps include: updating enrollment, staffing, and recruitment practices, establishing a dedicated

TK classroom that aligns enrollment targets with facility capacity, implementing a monthly process to check TK classroom enrollment and the adult-to-pupil ratio, and revising internal controls to conduct more frequent audits of classroom size and adult-to-pupil ratios in alignment with California Department of Education guidelines. The CSD will continue to monitor the above-mentioned audit findings and the implementation of these measures through ongoing oversight and the review of KIPP SoCal Public Schools' 2023-2024 independent audit.

c. Other Significant Fiscal Information

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

KIPP SoCal Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
20	17	$156,642,619	$15,064,776	$82,084,526	$10,978,286

On February 1, 2024, the KIPP SoCal Public Schools Board of Directors approved the voluntarily surrender of KIPP Generations Academy and KIPP Pueblo Unido charters, effective June 30, 2024, citing issues of long-term fiscal sustainability and under-enrollment.

ATTACHMENT B
KIPP Sol Academy

Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
E	2	5189	KIPP Sol Academy	All Students	485	-9.4	Low	-12.2	Low	Higher	471	Orange	-21.4	-12	Declined	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	0	--	--	63	Very High	--	0	--	--	--	--	Blue	61.8	-1.2	Maintained	--
				Black or African American	0	--	--	-57.7	Low	--	0	--	--	--	--	Orange	-59.6	-2	Maintained	--
				English Learner	127	-51.4	Low	-61.2	Low	Higher	114	Orange	-68.5	-17.1	Declined Significantly	Orange	-67.7	-6.5	Declined	Lower
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	484	-9.3	Low	-38.6	Low	Higher	468	Orange	-20.9	-11.7	Declined	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	407	-16.2	Low	-41.4	Low	Higher	395	Orange	-25.3	-9.1	Declined	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	65	-76.6	Very Low	-97.3	Very Low	Higher	65	Red	-87.7	-11.1	Declined	Red	-96.3	1.8	Maintained	Higher
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	0	--	--	21.9	High	--	*	No Color	--	--	No Change Level	Green	20.8	-1.2	Maintained	--

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

ELA Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	98%	--	--	--	98%	--	67%	100%	98%	--	98%	99%	--	--
Participation Rate Met 2022 *	Yes	--	--	--	Yes	--	No	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	99%	--	--	--	99%	--	100%	100%	99%	--	99%	97%	--	100%
Participation Rate Met 2023	Yes	--	--	--	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	Yes

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

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

Data Sources: California School Dashboard Research data files 2023

KIPP Sol Academy

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.
Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
E	2	5189	KIPP Sol Academy	All Students	485	-65.0	Low	-51.7	Low	Lower	469	Orange	-73.4	-8.3	Declined	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	0	--	--	48.4	Very High	--	0	--	--	--	--	Blue	50.8	2.3	Maintained	--
				Black or African American	0	--	--	-106.9	Very Low	--	0	--	--	--	--	Red	-104.5	2.6	Maintained	--
				English Learner	125	-101.2	Very Low	-92.0	Low	Lower	114	Red	-113.7	-12.5	Declined	Orange	-93.4	-1.4	Maintained	Lower
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	484	-65.1	Low	-83.4	Low	Higher	466	Orange	-73.2	-8.1	Declined	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	407	-71.2	Low	-84.0	Low	Higher	393	Orange	-76.5	-5.3	Declined	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	64	-126.6	Very Low	-130.8	Very Low	Higher	65	Red	-143.6	-17.0	Declined Significantly	Orange	-127.3	5.5	Increased	Lower
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	0	--	--	-13.4	Medium	--	*	No Color	--	--	No Change Level	Yellow	-11.1	2.3	Maintained	--

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

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	98%	--	--	--	97%	--	100%	100%	98%	--	98%	97%	--	--
Participation Rate Met 2022 *	Yes	--	--	--	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	99%	--	--	--	99%	--	50%	100%	99%	--	99%	97%	--	100%
Participation Rate Met 2023	Yes	--	--	--	Yes	--	No	Yes	Yes	--	Yes	Yes	--	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files 2023

KIPP Sol Academy

English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator - CA School Dashboard Indicator

					2022 School			2022 State			2023 School					2023 State				
RG	BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
E	2	5189	KIPP Sol Academy	English Learner	73	63.0%	High	50.3%	Medium	Higher	87	Orange	52.9%	-10.1%	Declined Significantly	Yellow	48.7%	-1.6%	Maintained	Higher

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

ELPAC Participation

Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation Rate Met
2022	76	75	98.7%	Yes
2023	89	87	100.0%	Yes

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

2022 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
KIPP Sol Academy		State
ELs Who Progressed at Least One ELPI Level	61.6%	47.5%
ELs Who Maintained ELPI Level 4	1.4%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	19.2%	31.4%
ELs Who Decreased at Least One ELPI Level	17.8%	18.3%

2023 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
KIPP Sol Academy		State
ELs Who Progressed at Least One ELPI Level	45.9%	46.4%
ELs Who Maintained ELPI Level 4	5.9%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	27.1%	32.7%
ELs Who Decreased at Least One ELPI Level	21.2%	18.6%

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

Data Sources: California School Dashboard Research data files 2023

KIPP Sol Academy

Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

Chronic Absenteeism - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
E	2	5189	KIPP Sol Academy	All Students	501	37.9%	Very High	30.0%	Very High	Higher	499	Yellow	29.7%	-8.3%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	0	--	--	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	*	--	No Performance Level	42.9%	Very High	--	0	--	--	--	--	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	80	43.8%	Very High	33.6%	Very High	Higher	91	Orange	29.7%	-14.1%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Higher
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	499	37.9%	Very High	35.8%	Very High	Higher	495	Yellow	29.5%	-8.4%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Higher
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	420	37.1%	Very High	37.4%	Very High	Lower	417	Yellow	29.5%	-7.6%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	69	55.1%	Very High	39.6%	Very High	Higher	67	Orange	40.3%	-14.8%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Higher
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	0	--	--	21.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

KIPP Sol Academy

Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
E	2	5189	KIPP Sol Academy	All Students	506	0.0%	Very Low	3.1%	Medium	Lower	501	Blue	0.2%	0.2%	Maintained	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	*	--	No Performance Level	7.9%	High	--	0	--	--	--	--	Red	8.8%	0.9%	Increased	--
				English Learner	81	0.0%	Very Low	3.2%	Medium	Lower	91	Blue	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower
				Filipino	0	--	--	1.2%	Low	--	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	*	--	No Performance Level	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	504	0.0%	Very Low	3.3%	Medium	Lower	497	Blue	0.2%	0.2%	Maintained	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	424	0.0%	Very Low	4.0%	Medium	Lower	418	Blue	0.2%	0.2%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	71	0.0%	Very Low	5.4%	High	Lower	67	Blue	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	0	--	--	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

KIPP Sol Academy

Enrollment Report

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

2023-2024 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
E	2	5189	KIPP Sol Academy	488	86.3%	0.0%	0.0%	0.2%	0.4%	19.5%	0.0%	0.6%	1.4%	99.0%	0.4%	0.0%	0.0%	86.7%	12.9%	0.0%	0.4%
			Statewide	5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
			Los Angeles Unified	529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
E	2	5189	KIPP Sol Academy	494	83.0%	0.0%	0.0%	0.0%	0.0%	18.6%	0.0%	0.2%	0.4%	99.2%	0.8%	0.0%	0.6%	83.4%	12.6%	0.0%	0.2%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

KIPP Sol Academy

RECLASSIFICATION RATES

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

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
E	2	5189	KIPP Sol Academy	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Langauge Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

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

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

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

KIPP Sol Academy

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

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

					2022-2023				2023-2024			
RG	BD	Loc Code	School	English Learners	School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
E	2	5189	KIPP Sol Academy	LTEL 6+ Years	22	10.8%	226,535	11.1%	40	20.3%	211,218	18.1%
				At-Risk 4-5 Years	7	3.4%	144,190	7.1%	14	7.1%	136,190	9.6%
				EL 0-3 Years	1	0.5%	505,487	24.8%	2	1.0%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	62	30.5%	236,323	11.6%	39	19.8%	207,773	10.4%
				EL total	92	45.3%	1,112,535	54.5%	95	48.2%	1,074,833	53.8%
				RFEP	111	54.7%	927,723	45.5%	102	51.8%	924,460	46.2%
				Total (Ever)	203	100.0%	2,040,258	100.0%	197	100.0%	1,999,293	100.0%

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

KIPP Sol Academy

Students with Disabilities Report

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

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
E	2	5189	KIPP Sol Academy	488	63	12.9%
			Statewide	5,837,690	799,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
E	2	5189	KIPP Sol Academy	494	62	12.6%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	2	5189	KIPP Sol Academy	85.7%	14.3%	9	0	0	0	0	0	0	0	8	0	36	10	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	2	5189	KIPP Sol Academy	87.1%	12.9%	7	0	0	0	0	1	0	0	10	0	38	6	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

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

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

KIPP Sol Academy

-KIPP Sol Academy - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-62.3**	**-40.9**	**Orange**	**-13.2**	**Lower**
English Learner	Met	Red	-87.2	-18.7	Orange	-67.6	Lower
Latino	Met	Orange	-62.1	-41.2	Orange	-39.3	Lower
Long-Term English Learner	Met	Red	-105.0	-29.6	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Orange	-68.8	-43.6	Orange	-40.9	Lower
Students with Disabilities	Met	Red	-123.0	-35.3	Red	-95.6	Lower

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

KIPP Sol Academy - 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**	**-90.8**	**-17.4**	**Orange**	**-47.6**	**Lower**
English Learner	Met	Red	-123.6	-9.9	Orange	-93.4	Lower
Latino	Met	Orange	-91.0	-17.8	Orange	-79.2	Lower
Long-Term English Learner	Met	Red	-142.5	-15.5	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Red	-95.7	-19.2	Orange	-78.2	Lower
Students with Disabilities	Met	Red	-162.2	-18.5	Red	-124.3	Lower

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

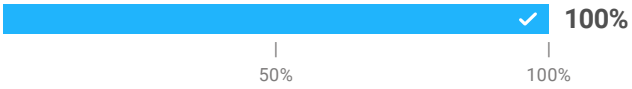
Diagnostic Growth

ATTACHMENT C

School	Kipp Sol Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

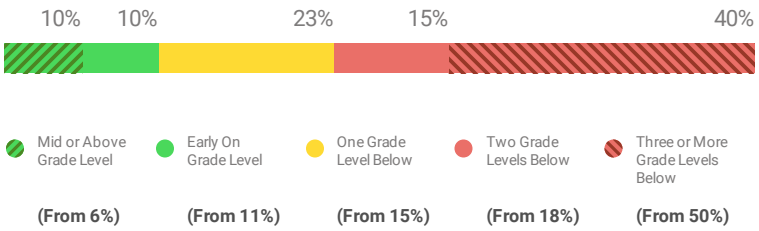
Students Assessed/Total: **471/473**

Progress to Annual Typical Growth (Median)



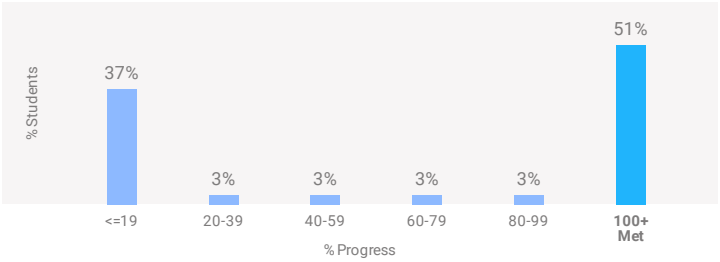
The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



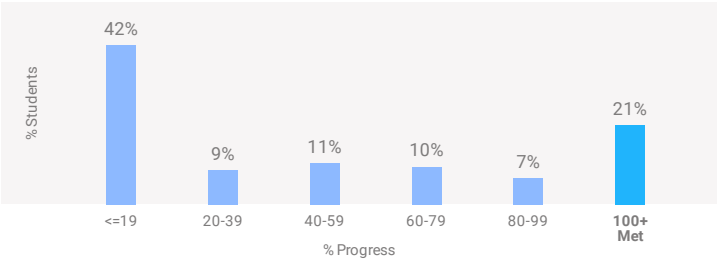
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: **Grade**

Secondary Demographic to Show Results By: **English Learner**

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	103%	51%	45%	23%	52%	118/118
Grade 5	Yes - English Learner	81%	48%	34%	30%	52%	23/23
Grade 5	No - English Learner	105%	52%	45%	21%	52%	95/95
Grade 6	Overall	60%	45%	25%	19%	43%	120/121
Grade 6	Yes - English Learner	99%	50%	37%	27%	54%	26/26
Grade 6	No - English Learner	29%	44%	11%	17%	40%	94/95

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Diagnostic Growth

School	Kipp Sol Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	171%	61%	58%	27%	57%	118/119
Grade 7	Yes - English Learner	253%	72%	86%	41%	62%	29/29
Grade 7	No - English Learner	147%	57%	50%	22%	55%	89/90
Grade 8	Overall	33%	45%	12%	16%	41%	115/115
Grade 8	Yes - English Learner	67%	47%	24%	7%	40%	15/15
Grade 8	No - English Learner	25%	45%	9%	17%	41%	100/100

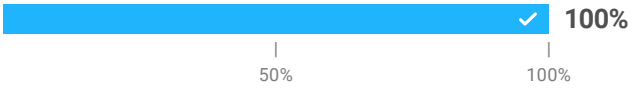
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Diagnostic Growth

School	Kipp Sol Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

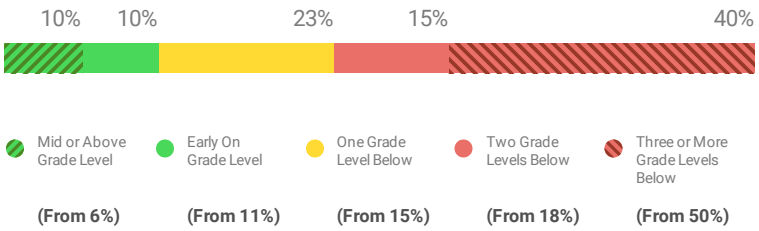
Students Assessed/Total: **471/473**

Progress to Annual Typical Growth (Median)



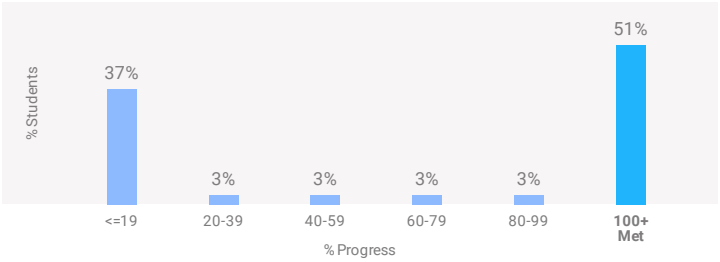
The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



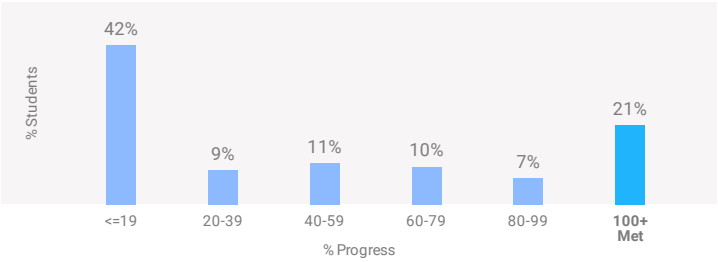
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Hispanic or Latino

Showing 10 of 10

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	103%	51%	45%	23%	52%	118/118
Grade 5	Yes - Hispanic or Latino	105%	51%	45%	23%	52%	116/116
Grade 5	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Grade 6	Overall	60%	45%	25%	19%	43%	120/121
Grade 6	Yes - Hispanic or Latino	53%	45%	20%	18%	43%	119/120
Grade 6	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

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Diagnostic Growth

School	Kipp Sol Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	171%	61%	58%	27%	57%	118/119
Grade 7	Yes - Hispanic or Latino	171%	61%	58%	27%	57%	118/119
Grade 8	Overall	33%	45%	12%	16%	41%	115/115
Grade 8	Yes - Hispanic or Latino	33%	45%	12%	16%	41%	115/115

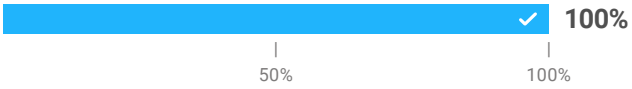
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Diagnostic Growth

School	Kipp Sol Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

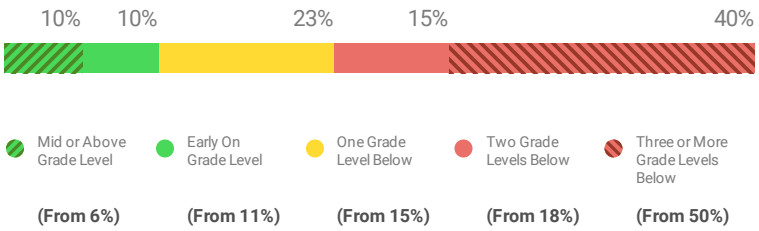
Students Assessed/Total: **471/473**

Progress to Annual Typical Growth (Median)



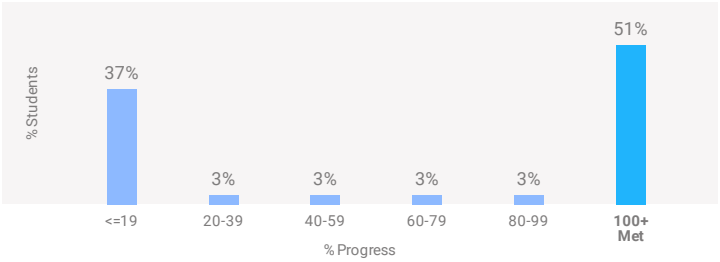
The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



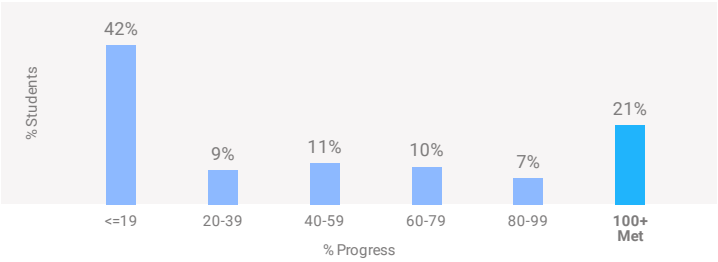
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Economically Disadvantaged

Showing 16 of 16

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	103%	51%	45%	23%	52%	118/118
Grade 5	Yes - Economically Disadvantaged	105%	52%	45%	23%	54%	101/101
Grade 5	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Grade 5	Not Reported	57%	40%	22%	20%	33%	15/15
Grade 6	Overall	60%	45%	25%	19%	43%	120/121
Grade 6	Yes - Economically Disadvantaged	43%	43%	16%	18%	42%	100/101

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Diagnostic Growth

School	Kipp Sol Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Grade 6	Not Reported	100%	53%	36%	27%	47%	15/15
Grade 7	Overall	171%	61%	58%	27%	57%	118/119
Grade 7	Yes - Economically Disadvantaged	173%	61%	58%	29%	54%	100/101
Grade 7	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Grade 7	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Grade 8	Overall	33%	45%	12%	16%	41%	115/115
Grade 8	Yes - Economically Disadvantaged	12%	42%	4%	11%	37%	102/102
Grade 8	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Grade 8	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

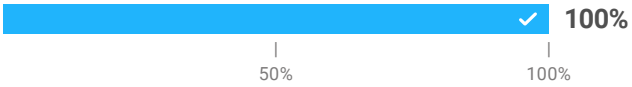
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Diagnostic Growth

School	Kipp Sol Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

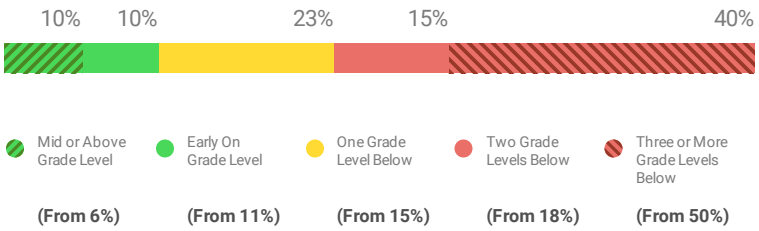
Students Assessed/Total: **471/473**

Progress to Annual Typical Growth (Median)



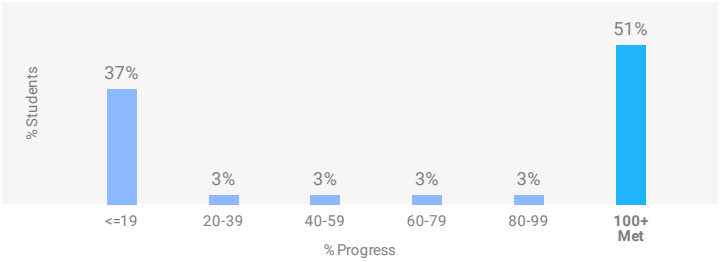
The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



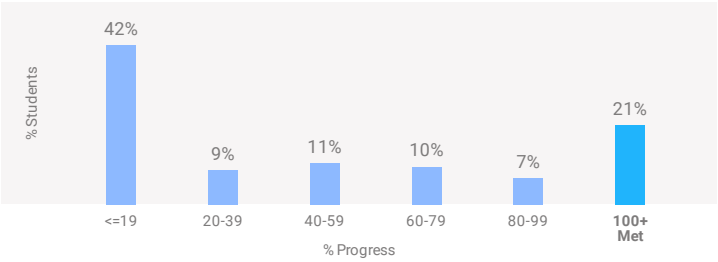
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Special Education

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	103%	51%	45%	23%	52%	118/118
Grade 5	Yes - Special Education	179%	68%	76%	41%	64%	22/22
Grade 5	No - Special Education	85%	47%	36%	19%	49%	96/96
Grade 6	Overall	60%	45%	25%	19%	43%	120/121
Grade 6	Yes - Special Education	42%	47%	16%	29%	41%	17/17
Grade 6	No - Special Education	67%	45%	29%	17%	44%	103/104

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Diagnostic Growth

School	Kipp Sol Academy
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	171%	61%	58%	27%	57%	118/119
Grade 7	Yes - Special Education	191%	75%	69%	31%	63%	16/16
Grade 7	No - Special Education	171%	59%	56%	26%	56%	102/103
Grade 8	Overall	33%	45%	12%	16%	41%	115/115
Grade 8	Yes - Special Education	67%	36%	24%	18%	55%	11/11
Grade 8	No - Special Education	14%	46%	5%	15%	39%	104/104

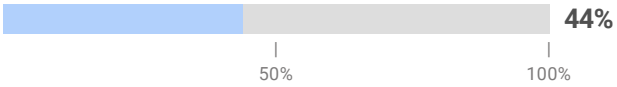
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Diagnostic Growth

School	Kipp Sol Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

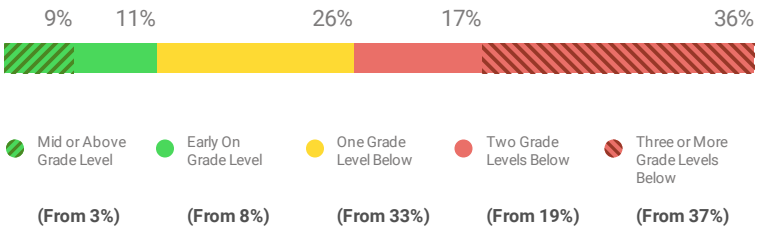
Students Assessed/Total: **470/473**

Progress to Annual Typical Growth (Median)



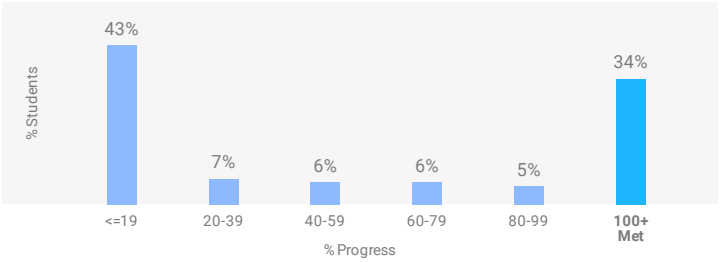
The median percent progress towards Typical Growth for this school is 44%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



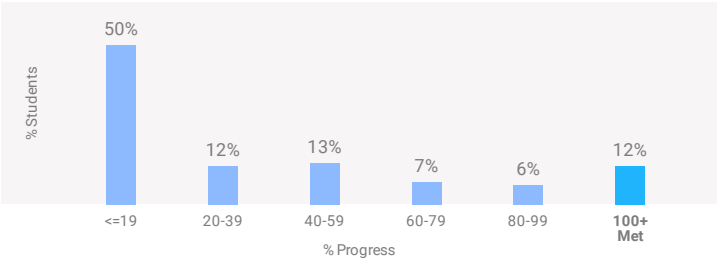
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: English Learner

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	22%	21%	13%	6%	32%	117/118
Grade 5	Yes - English Learner	0%	17%	0%	0%	22%	23/23
Grade 5	No - English Learner	25%	22%	14%	7%	35%	94/95
Grade 6	Overall	80%	44%	36%	16%	47%	120/121
Grade 6	Yes - English Learner	90%	46%	39%	12%	46%	26/26
Grade 6	No - English Learner	79%	44%	35%	17%	47%	94/95

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Diagnostic Growth

School	Kipp Sol Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	17%	29%	9%	8%	30%	118/119
Grade 7	Yes - English Learner	0%	24%	0%	7%	28%	29/29
Grade 7	No - English Learner	23%	30%	12%	9%	30%	89/90
Grade 8	Overall	56%	41%	23%	17%	41%	115/115
Grade 8	Yes - English Learner	33%	27%	14%	13%	27%	15/15
Grade 8	No - English Learner	59%	43%	25%	17%	43%	100/100

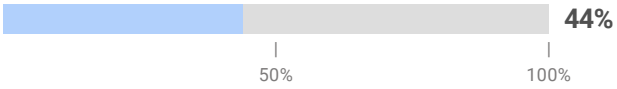
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Diagnostic Growth

School	Kipp Sol Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

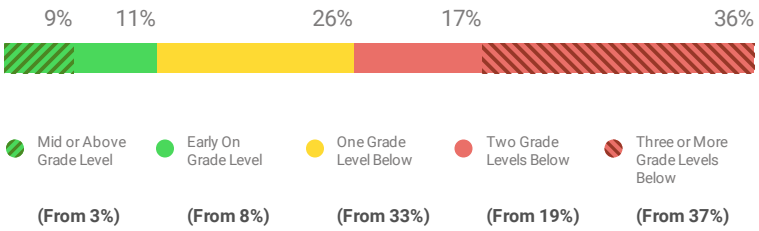
Students Assessed/Total: **470/473**

Progress to Annual Typical Growth (Median)



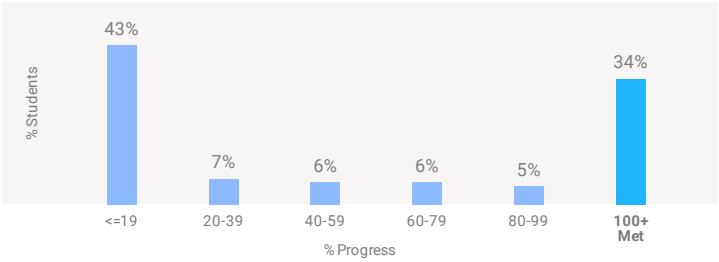
The median percent progress towards Typical Growth for this school is 44%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



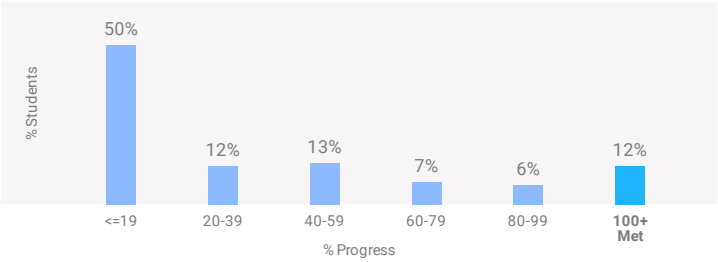
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Hispanic or Latino

Showing 10 of 10

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	22%	21%	13%	6%	32%	117/118
Grade 5	Yes - Hispanic or Latino	22%	21%	13%	6%	32%	115/116
Grade 5	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Grade 6	Overall	80%	44%	36%	16%	47%	120/121
Grade 6	Yes - Hispanic or Latino	80%	45%	37%	16%	47%	119/120
Grade 6	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

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Diagnostic Growth

School	Kipp Sol Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	17%	29%	9%	8%	30%	118/119
Grade 7	Yes - Hispanic or Latino	17%	29%	9%	8%	30%	118/119
Grade 8	Overall	56%	41%	23%	17%	41%	115/115
Grade 8	Yes - Hispanic or Latino	56%	41%	23%	17%	41%	115/115

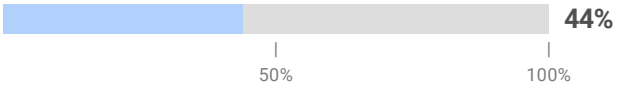
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Diagnostic Growth

School	Kipp Sol Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

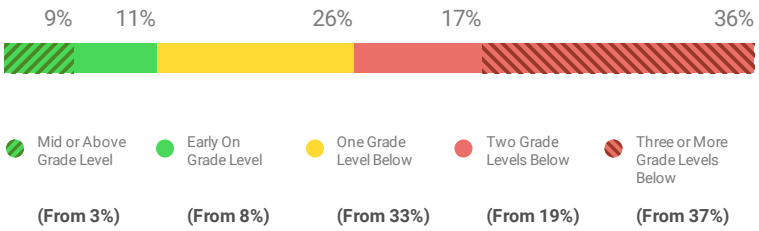
Students Assessed/Total: **470/473**

Progress to Annual Typical Growth (Median)



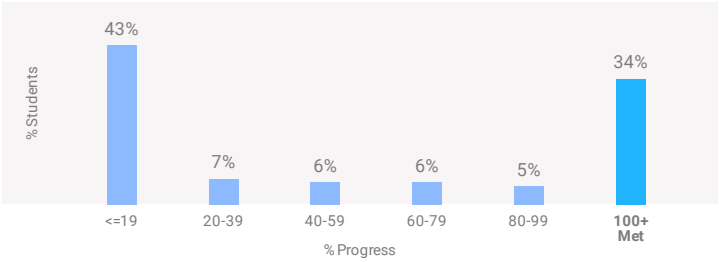
The median percent progress towards Typical Growth for this school is 44%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



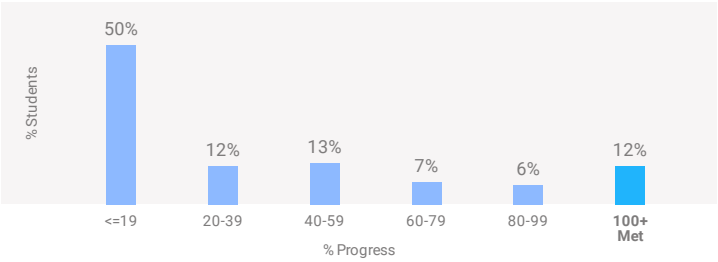
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Economically Disadvantaged

Showing 16 of 16

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	22%	21%	13%	6%	32%	117/118
Grade 5	Yes - Economically Disadvantaged	13%	18%	7%	5%	28%	100/101
Grade 5	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Grade 5	Not Reported	79%	40%	55%	13%	60%	15/15
Grade 6	Overall	80%	44%	36%	16%	47%	120/121
Grade 6	Yes - Economically Disadvantaged	80%	44%	36%	15%	46%	100/101

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Diagnostic Growth

School	Kipp Sol Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Grade 6	Not Reported	100%	53%	43%	27%	53%	15/15
Grade 7	Overall	17%	29%	9%	8%	30%	118/119
Grade 7	Yes - Economically Disadvantaged	15%	30%	7%	9%	30%	100/101
Grade 7	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Grade 7	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Grade 8	Overall	56%	41%	23%	17%	41%	115/115
Grade 8	Yes - Economically Disadvantaged	44%	39%	18%	15%	40%	102/102
Grade 8	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Grade 8	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

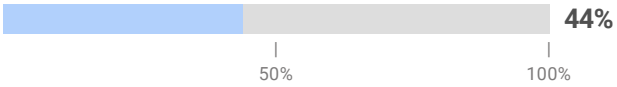
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Diagnostic Growth

School	Kipp Sol Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

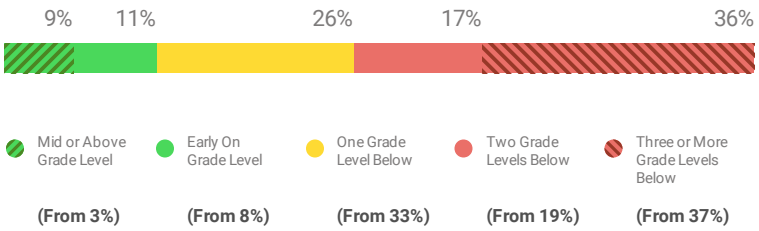
Students Assessed/Total: **470/473**

Progress to Annual Typical Growth (Median)



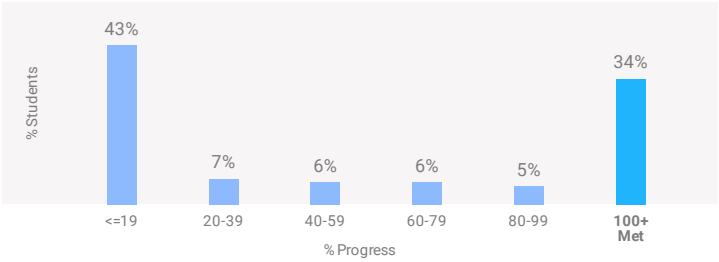
The median percent progress towards Typical Growth for this school is 44%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



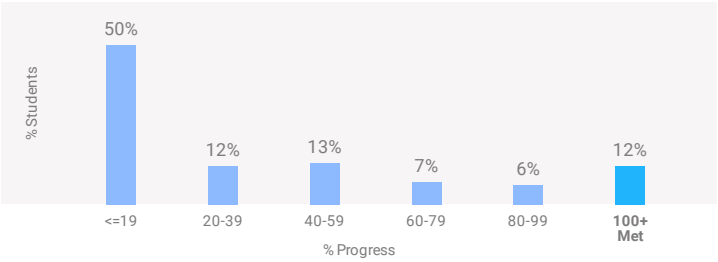
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By: Grade

Secondary Demographic to Show Results By: Special Education

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	22%	21%	13%	6%	32%	117/118
Grade 5	Yes - Special Education	35%	23%	18%	14%	36%	22/22
Grade 5	No - Special Education	22%	21%	11%	4%	32%	95/96
Grade 6	Overall	80%	44%	36%	16%	47%	120/121
Grade 6	Yes - Special Education	71%	35%	33%	12%	41%	17/17
Grade 6	No - Special Education	80%	46%	40%	17%	48%	103/104

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Diagnostic Growth

School	Kipp Sol Academy
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	17%	29%	9%	8%	30%	118/119
Grade 7	Yes - Special Education	61%	31%	24%	13%	31%	16/16
Grade 7	No - Special Education	15%	28%	7%	8%	29%	102/103
Grade 8	Overall	56%	41%	23%	17%	41%	115/115
Grade 8	Yes - Special Education	60%	45%	26%	18%	45%	11/11
Grade 8	No - Special Education	53%	40%	23%	16%	40%	104/104

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ATTACHMENT D
KIPP Sol Academy
Resident Schools Data Set

Academic Performance Medians- English Language Arts

KIPP Sol Academy 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison
All Students	**485**	**Low**	**-9.4**	**5,034**	**Low**	**-39.7**	**Higher**
Latino	484	Low	-9.3	4,893	Low	-40.1	Higher
English Learner	127	Low	-51.4	1,479	Very Low	-78.2	Higher
Socioeconomically Disadvantaged	407	Low	-16.2	4,782	Low	-40.4	Higher
Students with Disabilities	65	Very Low	-76.6	789	Very Low	-118.3	Higher

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

KIPP Sol Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**471**	**Orange**	**-21.4**	**5,132**	**Orange**	**-43.4**	**Higher**
Latino	468	Orange	-20.9	4,953	Orange	-43.5	Higher
English Learner	114	Orange	-68.5	1,500	Red	-93.7	Higher
Socioeconomically Disadvantaged	395	Orange	-25.3	4,887	Orange	-45.8	Higher
Students with Disabilities	65	Red	-87.7	890	Red	-110.9	Higher

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

KIPP Sol Academy 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	**470**	**Orange**	**-62.3**	**4,922**	**Yellow**	**-34.8**	**Lower**
Latino	467	Orange	-62.1	4,771	Yellow	-35.9	Lower
English Learner	129	Red	-87.2	1,616	Yellow	-67.6	Lower
Long Term English Learner	50	Red	-105.0	322	Orange	-113.0	Higher
Socioeconomically Disadvantaged	406	Orange	-68.8	4,549	Yellow	-35.7	Lower
Students with Disabilities	64	Red	-123.0	912	Orange	-106.4	Lower

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

KIPP Sol Academy
Resident Schools Data Set

Academic Performance Medians- Math

KIPP Sol Academy 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	**485**	**Low**	**-65.0**	**5,006**	**Low**	**-71.5**	**Higher**
Latino	484	Low	-65.1	4,867	Low	-71.0	Higher
English Learner	125	Very Low	-101.2	1,470	Very Low	-109.8	Higher
Socioeconomically Disadvantaged	407	Low	-71.2	4,757	Low	-72.7	Higher
Students with Disabilities	64	Very Low	-126.6	784	Very Low	-164.4	Higher

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

KIPP Sol Academy 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	**469**	**Orange**	**-73.4**	**5,122**	**Yellow**	**-71.6**	**Lower**
Latino	466	Orange	-73.2	4,942	Yellow	-71.7	Lower
English Learner	114	Red	-113.7	1,501	Orange	-109.6	Lower
Socioeconomically Disadvantaged	393	Orange	-76.5	4,876	Yellow	-74.7	Lower
Students with Disabilities	65	Red	-143.6	887	Orange	-149.0	Higher

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

KIPP Sol Academy 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	**471**	**Orange**	**-90.8**	**4,949**	**Yellow**	**-56.1**	**Lower**
Latino	468	Orange	-91.0	4,800	Yellow	-57.0	Lower
English Learner	129	Red	-123.6	1,638	Yellow	-76.0	Lower
Long Term English Learner	50	Red	-142.5	323	Red	-170.4	Higher
Socioeconomically Disadvantaged	407	Red	-95.7	4,576	Yellow	-57.8	Lower

KIPP Sol Academy
Resident Schools Data Set

KIPP Sol Academy 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)
Students with Disabilities	64	Red	-162.2	910	Orange	-136.9	Lower

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

Academic Performance Medians- English Learner Progress Indicator

KIPP Sol Academy 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	**73**	**High**	**63%**	**1,141**	**Medium**	**54.7%**	**Higher**

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

KIPP Sol Academy 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	**87**	**Orange**	**52.9%**	**1,210**	**Orange**	**48.9%**	**Higher**

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

KIPP Sol Academy 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	**92**	**Yellow**	**54.3%**	**1,143**	**Green**	**48.5%**	**Higher**
Long Term English Learner	49	Yellow	61.2%	332	Green	54.8%	Higher

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

KIPP Sol Academy
Resident Schools Data Set

KIPP Sol Academy English Language Arts/Literacy						
Student Group	**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**
All Students	40.0	35.1	Higher	24.2	37.8	Lower
Socioeconomically Disadvantaged	38.1	34.3	Higher	21.5	37.8	Lower
Latino	40.3	34.9	Higher	24.4	37.3	Lower
Students with Disabilities	9.8	7.6	Higher	5.0	7.9	Lower
English learner	8.1	2.6	Higher	4.4	8.5	Lower

KIPP Sol Academy Mathematics						
Student Group	**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**
All Students	22.3	21.5	Higher	17.3	30.6	Lower
Socioeconomically Disadvantaged	21.8	20.8	Higher	15.9	30.9	Lower
Latino	22.3	21.6	Higher	17.2	30.4	Lower
Students with Disabilities	6.6	4.9	Higher	1.7	6.7	Lower
English learner	7.0	2.4	Higher	0.00	8.6	Lower

ATTACHMENT E

FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE RENEWAL CHARTER PETITION FOR KIPP SOL ACADEMY BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT
January 14, 2025

I. INTRODUCTION

On October 16, 2024, KIPP Sol Academy (also referred to herein as, "KIPP Sol," "Charter School," or "Petitioners") submitted a renewal petition application to the Los Angeles Unified School District ("LAUSD" or "District") seeking to serve up to 485 students in grades 5-8 for a five-year term July 1, 2025 to June 30, 2030. *(See* Exhibit 1, KIPP Sol Academy Renewal Petition). Charter School currently operates on a private site located at 4800 E. Cesar Chavez Avenue, Los Angeles, CA 90022 which is served by Board District 2 and Region East.

In accordance with the Charter Schools Act (Ed. Code, § 47600 *et seq*.) and the adopted *LAUSD Policy and Procedures for Charter Schools* ("LAUSD policy" or "District policy"), LAUSD's Board of Education ("Board") has 90 days upon receipt of the renewal petition to either grant or deny the renewal petition unless an extension of an additional 30 days is mutually agreed upon by the parties. No later than 60 days the LAUSD Board must hold a 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 public hearing at which the Board will either grant or deny the charter, the petitioners have equivalent time and procedures to present evidence and testimony to respond to District staff recommendation and findings. The LAUSD Board must publish all staff recommendations, including the recommended findings regarding the renewal petition at least 15 days before the public hearing at which the LAUSD Board will either grant or deny the renewal petition.

Based on a comprehensive review of the renewal petition application and the record of performance of KIPP Sol, 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 and 47607.2 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, and 47607.2. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1:

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

- Whether the petition includes a sound educational program;

  Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;

- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and

- Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions.

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 of Education 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.[1]

Criterion 2:

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

The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic

[1] See LAUSD policy pp. 28-29.

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[2] and identified an approved list of valid and reliable assessments.[3] 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 petition of a Middle performing charter school pursuant to 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 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

[2] "Verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (Ed. Code, § 47607.2(c)(2).)
[3] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

(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., reclassification rates, 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. For schools within an LAUSD "Zone of Choice," all the schools that the students could have potentially attended will be used to calculate a Resident Schools Median (RSM).

A Middle performing charter school may be renewed for a period of five years. (Ed. Code, § 47607.2(a)(7).)[4]

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.

[4] Id., pp. 35-37.

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

Upon a finding that the charter school is not serving all pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)[5]

III. FINDINGS OF FACT IN SUPPORT OF DENIAL

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

- As a Middle performing charter school, KIPP Sol Academy 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)

- Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition (Ed. Code § 47605(c)(2)) (Criterion 1)

A. As a Middle performing charter school, KIPP Sol Academy 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)

Charter School has been identified by the California Department of Education (CDE) as a Middle performing charter school.[6] 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 two applicable measurements of academic performance – English Language Arts (ELA) and Math, Charter School demonstrated declining performance levels that resulted in All Students, and the majority of the numerically significant student groups that are lower than the state average in 2023-2024.

While giving greater weight to Charter School's performance on the measurements of academic performance, the 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.

As set forth in below, consistent with Education Code section 47607.2(b), the District finds that Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to students of the charter school; the closure of Charter School is in the best interest of the pupils; and the decision provides greater weight to the performance on the measurements of academic performance.

[5] Id., pp. 37-38.
[6] The list of charter schools and their respective performance categories, as determined by the criteria outlined in AB 1505, published by CDE's Charter Schools Division is available at https://www.cde.ca.gov/sp/ch/csperformcategory.asp.

1. Academic Performance Analysis

Based on the comprehensive review of the renewal petition, and Charter School's record of academic performance as outlined below, District staff has determined that even though Charter School has been designated by the state as Middle performing, the school did not attain measurable increases in academic achievement schoolwide and for numerically significant student groups based on the California School Dashboard (ELA and Math). The charter school provided one year of verified data desegregated by grade levels; however, the verified data was not clear and convincing. (*See* Exhibit 2, KIPP Sol Academy DFS Data Set).

Charter School's academic performance reflects the following:

a. California School Dashboard English Language Arts Academic Indicator
In 2022, Charter School's Distance from Standard (DFS) was higher than the state for All Students, and all numerically significant student groups. For the past two years, Charter School's DFS in ELA has declined and has been lower than the state for All Students, and higher than the state in three of the four numerically significant student groups in 2023 and lower than the state for four of the five numerically significant student groups in 2024. Additionally, Charter School has demonstrated declines in DFS change levels for All Students, and all numerically significant student groups over the last two years, 2022-2023 and 2023-2024. (*See* Exhibit *2, KIPP* Sol Academy DFS Data Set).

KIPP Sol Academy - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-9.4**	**Low**	**-12.2**	**Higher**
Latino	Met	Low	-9.3	Low	-38.6	Higher
English Learner	Met	Low	-51.4	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-16.2	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-76.6	Very Low	-97.3	Higher

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

KIPP Sol Academy - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-21.4**	**-12.0**	**Orange**	**-13.6**	**Lower**
Latino	Met	Orange	-20.9	-11.7	Orange	-40.2	Higher
English Learner	Met	Orange	-68.5	-17.1	Orange	-67.7	Lower
Socioeconomically	Met	Orange	-25.3	-9.1	Orange	-42.6	Higher

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
Disadvantaged							
Students with Disabilities	Met	Red	-87.7	-11.1	Red	-96.3	Higher

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

KIPP Sol Academy - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-62.3**	**-40.9**	**Orange**	**-13.2**	**Lower**
English Learner	Met	Red	-87.2	-18.7	Orange	-67.6	Lower
Latino	Met	Orange	-62.1	-41.2	Orange	-39.3	Lower
Long-Term English Learner	Met	Red	-105.0	-29.6	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Orange	-68.8	-43.6	Orange	-40.9	Lower
Students with Disabilities	Met	Red	-123.0	-35.3	Red	-95.6	Lower

Data Sources: CA School Dashboard

b. California School Dashboard Math Academic Indicator

For the past three years, Charter School's DFS in Math has been lower than the state for All Students in 2022, 2023, and 2024. In 2022, three of four Charter School's numerically significant student groups were higher than the state. In 2023, two of four Charter School's numerically significant student groups were higher than the state. In 2024, one of five Charter School's numerically significant student groups was higher than the state. Additionally, Charter School has demonstrated declines in Math DFS change levels for All Students, and all numerically significant student groups over the last two years, 2022-2023 and 2023-2024.

KIPP Sol Academy - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-65.0**	**Low**	**-51.7**	**Lower**
Latino	Met	Low	-65.1	Low	-83.4	Higher
English Learner	Met	Very Low	-101.2	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Low	-71.2	Low	-84.0	Higher

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
Students with Disabilities	Met	Very Low	-126.6	Very Low	-130.8	Higher

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

KIPP Sol Academy - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-73.4**	**-8.3**	**Orange**	**-49.1**	**Lower**
Latino	Met	Orange	-73.2	-8.1	Orange	-80.8	Higher
English Learner	Met	Red	-113.7	-12.5	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-76.5	-5.3	Yellow	-80.8	Higher
Students with Disabilities	Met	Red	-143.6	-17.0	Orange	-127.3	Lower

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

KIPP Sol Academy - 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**	**-90.8**	**-17.4**	**Orange**	**-47.6**	**Lower**
English Learner	Met	Red	-123.6	-9.9	Orange	-93.4	Lower
Latino	Met	Orange	-91.0	-17.8	Orange	-79.2	Lower
Long-Term English Learner	Met	Red	-142.5	-15.5	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Red	-95.7	-19.2	Orange	-78.2	Lower
Students with Disabilities	Met	Red	-162.2	-18.5	Red	-124.3	Lower

Data Sources: CA School Dashboard

2. Charter School's Verified Data Does Not Provide Clear and Convincing Evidence of Measurable Increases in Academic Achievement.

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.
Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median Progress to Typical Growth targets[7] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth." (*See* Exhibit 3, Curriculum Associates Guidance Brief June 2023).

To be eligible for inclusion as verified data, consistent with Education Code section 47607(c)(2), a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 471 students were assessed in Reading and 473 students were enrolled in i-Ready. Charter School also reported 470 students were assessed in Math and 473 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024 assessment data appears to include at least 95% of eligible students. (*See* Exhibit 4, KIPP Sol Academy Verified Data).

Charter School provided only one year of data from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 ("Spring (March 2 - End of Year)") in Reading and Math, for grade levels and for the following student groups[8] by grade level: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

English Language Arts
As seen in the table below, the Charter School met one year's progress for the majority of student groups and grade levels. However, Charter School also demonstrated the following:

- Grade 8 did not meet one year's progress.
- The Socioeconomically Disadvantaged student group did not meet one year's progress in grades 6 and 8.
- The Students with Disabilities student group did not meet one year's progress in grade 6.
- The Latino student group did not meet one year's progress in grade 8.

[7] In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8, and in Math 80% in Grades K-5 and 60% in Grades 6-8.
[8] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Reading: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
Grade 5	118	Grades K-5: 75%	103%	Met
English Learner	23	Grades K-5: 75%	81%	Met
Latino	116	Grades K-5: 75%	105%	Met
Socioeconomically Disadvantaged	101	Grades K-5: 75%	105%	Met
Students with Disabilities	22	Grades K-5: 75%	179%	Met
Grade 6	120	Grades 6-8: 45%	60%	Met
English Learner	26	Grades 6-8: 45%	99%	Met
Latino	119	Grades 6-8: 45%	53%	Met
Socioeconomically Disadvantaged	100	Grades 6-8: 45%	43%	Not Met
Students with Disabilities	17	Grades 6-8: 45%	42%	Not Met
Grade 7	118	Grades 6-8: 45%	171%	Met
English Learner	29	Grades 6-8: 45%	253%	Met
Latino	118	Grades 6-8: 45%	171%	Met
Socioeconomically Disadvantaged	100	Grades 6-8: 45%	173%	Met
Students with Disabilities	16	Grades 6-8: 45%	191%	Met
Grade 8	115	Grades 6-8: 45%	33%	Not Met
English Learner	15	Grades 6-8: 45%	67%	Met
Latino	115	Grades 6-8: 45%	33%	Not Met
Socioeconomically Disadvantaged	102	Grades 6-8: 45%	12%	Not Met
Students with Disabilities	11	Grades 6-8: 45%	67%	Met

Math

As seen in the table below, Charter School did not meet one year's progress for the majority of student groups and grade levels, except for grade 6 and for the Students with Disabilities student group in grades 7 and 8.

- The English Learner student group did not meet one year's progress in grades 5, 7, and 8.
- The Latino student group did not meet one year's progress in grades 5, 7, and 8.
- The Socioeconomically Disadvantaged student group did not meet one year's progress grades 5, 7, and 8.
- The Students with Disabilities student group did not meet one year's progress in grade 5.

i-Ready Diagnostic Growth Math 2023-2024				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Math: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
Grade 5	117	Grades K-5: 80%	22%	Not Met
English Learner	23	Grades K-5: 80%	0%	Not Met
Latino	115	Grades K-5: 80%	22%	Not Met
Socioeconomically Disadvantaged	100	Grades K-5: 80%	13%	Not Met
Students with Disabilities	22	Grades K-5: 80%	35%	Not Met

i-Ready Diagnostic Growth Math 2023-2024				
Grade 6	120	Grades 6-8: 60%	71%	Met
English Learner	26	Grades 6-8: 60%	90%	Met
Latino	119	Grades 6-8: 60%	80%	Met
Socioeconomically Disadvantaged	100	Grades 6-8: 60%	80%	Met
Students with Disabilities	17	Grades 6-8: 60%	71%	Met
Grade 7	118	Grades 6-8: 60%	17%	Not Met
English Learner	29	Grades 6-8: 60%	0%	Not Met
Latino	118	Grades 6-8: 60%	17%	Not Met
Socioeconomically Disadvantaged	100	Grades 6-8: 60%	15%	Not Met
Students with Disabilities	16	Grades 6-8: 60%	61%	Met
Grade 8	115	Grades 6-8: 60%	56%	Not Met
English Learner	15	Grades 6-8: 60%	33%	Not Met
Latino	115	Grades 6-8: 60%	56%	Not Met
Socioeconomically Disadvantaged	102	Grades 6-8: 60%	44%	Not Met
Students with Disabilities	11	Grades 6-8: 60%	60%	Met

As described above, Charter School provided only one year of verified data. The data indicated that the majority of grade levels and student groups met one year's progress in ELA. However, the data also indicated that the majority of grade levels and student groups did not meet one year's progress in Math. Therefore, considering the limited data provided, as well as the noted results, Charter School did not provide clear and convincing evidence showing Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school. (*See* Exhibit 4, KIPP Sol Academy Verified Data).

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/findings established above and as evidenced by the tables/data provided herein, and supporting exhibits attached to this Report, District staff recommends denial of KIPP Sol'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 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, 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 otherwise attend, and determined that non-renewal and closure of Charter School is in the best interest of its students.

The District's consideration 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). (*See* Exhibit 5, KIPP Sol Academy RSM Data Set).

a. Resident School Medians CA School Dashboard Indicator Student Group Comparison Analysis

English Language Arts RSM

As reflected in the table below, in 2022 and 2023, KIPP Sol Academy was higher than the RSM for All Students, and all numerically significant student groups. However, in 2024, KIPP Sol Academy was lower than the RSM for All Students, and for four of the five numerically significant student groups in ELA.

KIPP Sol Academy 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic 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
All Students	**485**	**Low**	**-9.4**	**5,034**	**Low**	**-39.7**	**Higher**
Latino	484	Low	-9.3	4,893	Low	-40.1	Higher
English Learner	127	Low	-51.4	1,479	Very Low	-78.2	Higher
Socioeconomically Disadvantaged	407	Low	-16.2	4,782	Low	-40.4	Higher
Students with Disabilities	65	Very Low	-76.6	789	Very Low	-118.3	Higher

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

KIPP Sol Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic 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	**471**	**Orange**	**-21.4**	**5,132**	**Orange**	**-43.4**	**Higher**
Latino	468	Orange	-20.9	4,953	Orange	-43.5	Higher
English Learner	114	Orange	-68.5	1,500	Red	-93.7	Higher
Socioeconomically Disadvantaged	395	Orange	-25.3	4,887	Orange	-45.8	Higher
Students with Disabilities	65	Red	-87.7	890	Red	-110.9	Higher

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

KIPP Sol Academy 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	**470**	**Orange**	**-62.3**	**4,922**	**Yellow**	**-34.8**	**Lower**
Latino	467	Orange	-62.1	4,771	Yellow	-35.9	Lower
English Learner	129	Red	-87.2	1,616	Yellow	-67.6	Lower
Long-Term English Learner	50	Red	-105.0	322	Orange	-113.0	Higher
Socioeconomically Disadvantaged	406	Orange	-68.8	4,549	Yellow	-35.7	Lower
Students with Disabilities	64	Red	-123.0	912	Orange	-106.4	Lower

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

Math RSM

As reflected in the table below, in 2022, KIPP Sol Academy was higher than the RSM for All Students, and all numerically significant student groups. However, in 2023, KIPP Sol Academy was lower than the RSM for All Students, and for three of the four numerically significant student groups in Math. In 2024, KIPP Sol Academy was lower than the RSM for All Students, and for four of the five numerically significant student groups.

KIPP Sol Academy 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA							
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	**485**	**Low**	**-65.0**	**5,006**	**Low**	**-71.5**	**Higher**
Latino	484	Low	-65.1	4,867	Low	-71.0	Higher
English Learner	125	Very Low	-101.2	1,470	Very Low	-109.8	Higher
Socioeconomically Disadvantaged	407	Low	-71.2	4,757	Low	-72.7	Higher
Students with Disabilities	64	Very Low	-126.6	784	Very Low	-164.4	Higher

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

KIPP Sol Academy 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA							
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	**469**	**Orange**	**-73.4**	**5,122**	**Yellow**	**-71.6**	**Lower**
Latino	466	Orange	-73.2	4,942	Yellow	-71.7	Lower
English Learner	114	Red	-113.7	1,501	Orange	-109.6	Lower
Socioeconomically Disadvantaged	393	Orange	-76.5	4,876	Yellow	-74.7	Lower
Students with Disabilities	65	Red	-143.6	887	Orange	-149.0	Higher

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

KIPP Sol Academy 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	**471**	**Orange**	**-90.8**	**4,949**	**Yellow**	**-56.1**	**Lower**
Latino	468	Orange	-91.0	4,800	Yellow	-57.0	Lower
English Learner	129	Red	-123.6	1,638	Yellow	-76.0	Lower
Long-Term English Learner	50	Red	-142.5	323	Red	-170.4	Higher
Socioeconomically Disadvantaged	407	Red	-95.7	4,576	Yellow	-57.8	Lower
Students with Disabilities	64	Red	-162.2	910	Orange	-136.9	Lower

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

ELPI RSM

As reflected in the table below, in 2022, 2023, and 2024, KIPP Sol Academy was higher than the RSM for the English Learner student group. In 2024, KIPP Sol Academy was higher than the RSM for the Long-Term English Learner student group.

Academic Performance Medians- English Learner Progress Indicator

KIPP Sol Academy 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	73	High	63.0%	1,141	Medium	54.7%	Higher

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

KIPP Sol Academy 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	87	Orange	52.9%	1,210	Orange	48.9%	Higher

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

KIPP Sol Academy 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	92	Yellow	54.3%	1,143	Green	48.5%	Higher
Long-Term English Learner	49	Yellow	61.2%	332	Green	54.8%	Higher

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

b. CAASPP Standards Exceeded and Standard Met Comparison Analysis

English Language Arts RSM

In 2023, the review of the CAASPP Standard Exceeded and Standard Met Data for RSM, KIPP Sol Academy performed higher than the RSM for All Students, and numerically significant student groups in ELA. However, in 2024, CAASPP Standard Exceeded and Standard Met Data for RSM indicates that KIPP Sol Academy performed lower than the RSM for All Students, and for all numerically significant student groups in ELA.

KIPP Sol Academy English Language Arts/Literacy						
Student Group	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
All Students	40.0	35.1	Higher	24.2	37.8	Lower
Socioeconomically Disadvantaged	38.1	34.3	Higher	21.5	37.8	Lower
Latino	40.3	34.9	Higher	24.4	37.3	Lower
Students with Disabilities	9.8	7.6	Higher	5.0	7.9	Lower
English Learner	8.1	2.6	Higher	4.4	8.5	Lower

Data Source: caaspp-elpac.org

Math RSM

In 2023, the review of the CAASPP Standard Exceeded and Standard Met Data for RSM, KIPP Sol Academy performed higher than the RSM for All Students, and numerically significant student groups in Math. However, in 2024, CAASPP Standard Exceeded and Standard Met Data for RSM indicates that KIPP Sol Academy performed lower than the RSM for All Students, and for all numerically significant student groups in Math.

KIPP Sol Academy Mathematics						
Student Group	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
All Students	22.3	21.5	Higher	17.3	30.6	Lower
Socioeconomically Disadvantaged	21.8	20.8	Higher	15.9	30.9	Lower
Latino	22.3	21.6	Higher	17.2	30.4	Lower
Students with Disabilities	6.6	4.9	Higher	1.7	6.7	Lower

KIPP Sol Academy Mathematics						
Student Group	**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**
English Learner	7.0	2.4	Higher	0.0	8.6	Lower

Data Source: caaspp-elpac.org

c. LTEL RSM Analysis

KIPP Sol Academy 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	**92**	**Yellow**	**54.3%**	**1,143**	**Green**	**48.5%**	**Higher**
Long-Term English Learner	49	Yellow	61.2%	332	Green	54.8%	Higher

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

As seen in the tables above in ELA, Math and ELPI, the Long-Term English Learner student group performed higher than the RSM.

B. <u>Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition (Ed. Code, § 47605(c)(2)), as indicated by the following findings:</u>

a. Student Achievement and Educational Performance

Based on the record of performance for All Students, and the school's numerically significant student groups, as presented above, and also as noted in the Annual Performance-Based Oversight Visit Report under Areas Noted for Further Growth and/or Improvement in 2022-2023 and 2023-2024 (see below), Charter School experienced continued declines in ELA and Math, and the charter school's actions did not yield higher academic outcomes for All Students, and the majority of numerically significant student groups. The lack of demonstrated improvement in student performance, leads the CSD to determine that the school is demonstrably unlikely to successfully implement the program.

b. Leadership Staffing Turnover

Over the past six years, there has been inconsistency and frequent transition in the school's leadership (specifically in the "School Leader" position). The leadership changes were as follows:

- 2017-2018: School Leader One (in position for one year)
- 2018-2020: School Leader Two (in position for two years)
- 2020-2021: School Leader Three (in position for one year)
- 2021-present: Current School Leader (in position for two years to present)

It is important to note that KIPP SoCal provided, in its renewal application documents, information that included an explanation that Charter School's low performance on the 2023 Dashboard was in part due to, "post-pandemic teacher and leader staffing challenges." KIPP SoCal further reports that, "During the 2022-2023 school year, every member of Sol's leadership team was new to their role, and more than 50% of classroom positions were either vacant or held by teachers in their first year of teaching."

The turnover raises concerns that the instability has impacted the school's academic progress, therefore leading the CSD to determine the charter school is unlikely to successfully implement the program.

IV. RECOMMENDATION

Based on the foregoing, staff recommends that the LAUSD Board of Education deny the renewal petition of KIPP Sol Academy. 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 as demonstrated by Charter School's failure to meet sufficient academic progress, 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, subd. (c); Ed. Code, §47607.2, subd. (b)(6).) Should the LAUSD Board decide to deny Charter School's renewal petition, District staff recommends that the Board adopt these *Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy* as the Board's written findings of fact in support of the denial.

Exhibits available for perusal at the following link:
https://drive.google.com/drive/folders/1s9Il1HytCYo86-48tQIgJ-QiMDJfmzbu?usp=drive_link

Return to Order of Business

TAB 22

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-158-24/25, **Version:** 1

Denial of the Renewal Petition for Los Angeles Leadership Academy [PUBLIC HEARING]
January 14, 2025
Charter Schools Division

Action Proposed:
Adopt the denial of the renewal charter petition for Los Angeles Leadership Academy ("Charter School"), located in Board District 2 and Region East, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy. The school is requesting to decrease its current enrollment capacity from 550 students to 490 students.

Background:
Los Angeles Leadership Academy is a 6-12 school currently serving 324 students on two private facilities at 234 E. Avenue 33, Los Angeles, CA, 90031 and 2670 Griffin Avenue, Los Angeles, CA, 90031 in Board District 2 and Region East. Los Angeles Leadership Academy was originally approved by the LAUSD Board of Education on March 12, 2002. On November 15, 2016, the charter school was renewed for a five-year term to serve 550 students in grades 6-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Los Angeles Leadership Academy expires June 30, 2025.

On October 16, 2024, Los Angeles Leadership Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through January 14, 2025.

An initial Public Hearing was held on December 10, 2024.

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

Due Diligence:
Current Los Angeles Leadership Academy governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A due diligence review of the charter school and its governing organization, school leader, and financial manager, was performed by the Office of the Inspector General.

Statutory Framework and Criteria for Renewal:
A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607

and 47607.2 requires a three-pronged analysis:

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

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

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

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

Grounds for Nonrenewal:
Staff of the Charter Schools Division and the Office of the General Counsel reviewed the renewal charter petition application for Los Angeles Leadership Academy 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 Los Angeles Leadership Academy, based on review of the petition and supporting documentation, staff has determined, that petitioners are unlikely to successfully implement the program set forth in the petition and that the charter school has not attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school.

Expected Outcomes:
Denial will prevent the Charter School from continuing its operations as a charter school under the terms of the renewal petition.

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 Los Angeles Leadership Academy, Charter School would not be authorized to continue operating as a charter school under the terms of the renewal petition. Charter School's current charter expires on June 30, 2025. 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. 158, 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 Los Angeles Leadership Academy, 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, 2025. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised renewal charter petition that meets all LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and compliance with 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.

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 approval and therefore recommends denial of the renewal petition.

Equity Impact:
Not applicable

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Los Angeles Leadership Academy Data Set
Attachment C - Los Angeles Leadership Academy RSM Data
Attachment D - Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy

Budget and Petition will be available prior to the board meeting at the following link:
https://drive.google.com/drive/folders/12o0GyIxhgHxgkmSZEe4luiZwnFA3ANDJ?usp=drive_link

Informatives:
Not applicable

File #: Rep-158-24/25, **Version:** 1

Submitted:
12/13/24

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RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

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ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 158-24/25
January 14, 2025

School Name:	**Los Angeles Leadership Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **January 14, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**The Los Angeles Leadership Academy**		
Location Code:	**8756**		
Type of Site(s):	**(1) Private** **(2) Private**		
Site Address(es):	**(1) 234 E. Avenue 33, Los Angeles, CA 90031** **(2) 2670 Griffin Avenue, Los Angeles, CA 90031**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**6-12**	Current Enrollment:	**324**
Grade Levels Authorized in Current Charter:	**6-12**	Approved Enrollment in Current Charter:	**550 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Denial**		
PROPOSED BENCHMARKS:	**Not applicable**		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the renewal petition for Los Angeles Leadership Academy ("LALA"), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 490 students in grades 6-12 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 550 students to 490 students to more closely align to decreased enrollment at the charter school.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy,* 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 Los Angeles Leadership Academy,* 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

	Los Angeles Leadership Academy
Initial Authorization:	On March 12, 2002, Los Angeles Leadership Academy was authorized by the LAUSD Board of Education to serve 550 students in grades 6-8.

	Los Angeles Leadership Academy
Most Recent Renewal	The charter was renewed on November 15, 2016, for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 550 students in grades 6-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Los Angeles Leadership Academy expires June 30, 2025.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On November 15, 2016, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Los Angeles Leadership Academy: Los Angles Leadership Academy must meet the following benchmarks during the 2017-2022 charter term in order to address concerns regarding Instructional matters as described below. *INSTRUCTIONAL* LALA will provide a status report to the CSD in six months and twelve months on the following measures. 1) Increase the number of students who successfully complete A-G requirements with C or better as measured by cohort graduation rates. 2) Increase number of students including all significant subgroups meeting/exceeding standards in ELA and Math as measured by CAASPP (SBAC) Assessment. 3) Increase the number of English Learners demonstrating full English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the District Average. *OPERATIONAL* 4) LALA will provide a description to the Charter Schools Division with annual verification of timely submission to CALPADS within 30 days of the reporting window for English Learner reclassification. Please see the "Additional Information" section below.

	Los Angeles Leadership Academy
Submission of Renewal Petition Application:	Los Angeles Leadership Academy submitted its renewal petition application on October 16, 2024. The 90-day statutory timeline for Board action on the petition runs through January 14, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Los Angeles Leadership Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Los Angeles Leadership Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Los Angeles Leadership Academy is operated by The Los Angeles Leadership Academy, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Los Angeles Leadership Academy has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable. The school did not attain measurable increases in academic achievement schoolwide and for numerically significant student groups based on the California School Dashboard. The charter school provided three years of verified data disaggregated by grade level and student groups. The data demonstrated one year's progress in 2023-2024 for the majority of grade levels and student groups. However, the 2021-2022 and 2022-2023 reports did not demonstrate one year's progress for the majority of grade levels and student groups. It does not appear that the charter school met participation rates in any year for the submitted verified data. Please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy* for more details.

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.

Los Angeles Leadership Academy Dashboard Indicators

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

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

c. English Language Arts Indicator

Please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy* for more details.

d. Math Indicator

Please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy* for more details.

e. English Learner Progress Indicator

Please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy* for more details.

f. College/Career Indicator

Please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy* for more details.

g. Chronic Absenteeism Indicator

In 2022 and 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for all numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and lower than the state for all three numerically significant student groups.

h. Graduation Indicator [HS only]

In 2022, the charter school's percentage of graduated students was lower than the state for All Students, and for both numerically significant student groups. In 2023 and 2024, the charter school's percentage of graduated students was higher than the state for All Students, and for both numerically significant student groups. Los Angeles Leadership Academy's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator

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

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 2024.

k. Reclassification Rates

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

l. Additional Information

Los Angeles Leadership Academy's teachers are represented by California Teachers Association.

As part of the school's most recent renewal, the LAUSD Board issued benchmarks. Please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy* 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 Los Angeles Leadership Academy outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	*Developing*
2023-2024	*Developing*
Concerns	The rating of *Developing* in 2022-2023 and 2023-2024 resulted from the average of academic indicators due to the school's performance on the CA School Dashboard Indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

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

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

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

Please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy* for more details.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy* for more details.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Los Angeles Leadership Academy's fiscal condition is positive.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	$5,504,051	$6,849,014	$5,954,904	$5,829,819	$5,012,151
Net Income/Loss	($186,268) [1]	$1,344,963 [2]	($894,110) [1]	($125,085) [1]	($817,668) [1]

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment[3]	492	443	421	390	354

[1]The school attributed the reported net losses for the respective school years primarily to lower-than-expected enrollment. Additionally, during the 2019-2020 and 2021-2022 fiscal years, the school faced increased expenses related to the COVID-19 pandemic, including costs for testing and other associated measures.
[2]Per the school's FY 2020-2021 audited financials, the net income reported for the 2020-2021 school year, in contrast to the net losses incurred for the other school years summarized in the financial table above, was primarily attributable to the forgiveness of the school's $888K loan from the Paycheck Protection Program, which was recognized as revenue.
[3]The school reported 324 Norm Enrollment for Fiscal Year 2024-2025. Los Angeles Leadership Academy proposes to decrease its enrollment capacity to 490 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor charter school's student enrollment and financial condition as part of its oversight process in the current charter term.

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

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

The Los Angeles Leadership Academy					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
2	2	$11,011,436	(83,351)*	$9,865	$0

*The Los Angeles Leadership Academy, the charter operator, reported a net loss of ($83,351) for Fiscal Year 2022-2023. This amount reflects a net loss of ($125,085) from Los Angeles Leadership Academy (as explained in the Financial Highlights section above) offset by the net income of $41,734 from Los Angeles Leadership Primary Academy, another charter school operated by The Los Angeles Leadership Academy.

Enrollment at Los Angeles Leadership Academy has been steadily declining for the last decade. As noted above, the school attributed declining enrollment as a contributing factor to the reported net losses of ($186,268), ($894,110), ($125,085), and ($817,668) for Fiscal Years 2019-2020 and 2021-2022 through 2023-2024, respectively. For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy*.

ATTACHMENT B

Los Angeles Leadership Academy

Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
E	2	8756	Los Angeles Leadership Academy	All Students	259	-46.9	Low	-12.2	Low	Lower	222	Orange	-51.5	-4.6	Declined	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	*	-	No Performance Level	63	Very High	--	*	No Color	--	--	No Change Level	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2	Maintained	--
				English Learner	93	-73.7	Very Low	-61.2	Low	Lower	92	Red	-77.9	-4.3	Declined	Orange	-67.7	-6.5	Declined	Lower
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	0	--	--	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	246	-47.2	Low	-38.6	Low	Lower	217	Orange	-50.8	-3.6	Declined	Orange	-40.2	-1.7	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	232	-48.0	Low	-41.4	Low	Lower	202	Orange	-49.2	-1.2	Maintained	Orange	-42.6	-1.2	Maintained	Lower
				Students with Disabilities	35	-118.2	Very Low	-97.3	Very Low	Lower	27	No Color	-108.6	9.5	Increased	Red	-96.3	1.8	Maintained	--
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	21.9	High	--	*	No Color	--	--	No Change Level	Green	20.8	-1.2	Maintained	--

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

ELA Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	96%	100%	100%	100%	95%	--	100%	--	96%	--	97%	97%	--	100%
Participation Rate Met 2022 *	Yes	Yes	Yes	Yes	Yes	--	Yes	--	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	98%	--	100%	0%	99%	--	100%	50%	99%	--	98%	100%	--	100%
Participation Rate Met 2023	Yes	--	Yes	No	Yes	--	Yes	No	Yes	--	Yes	Yes	--	Yes

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

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

Data Sources: California School Dashboard Research data files 2023

Los Angeles Leadership Academy

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.
Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
E	2	8756	Los Angeles Leadership Academy	All Students	258	-123.9	Very Low	-51.7	Low	Lower	221	Orange	-117.4	6.5	Increased	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	*	-	No Performance Level	48.4	Very High	--	*	No Color	--	--	No Change Level	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	93	-147.2	Very Low	-92.0	Low	Lower	92	Red	-146.1	2.2	Maintained	Orange	-93.4	-1.4	Maintained	Lower
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	0	--	--	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	245	-124.2	Very Low	-83.4	Low	Lower	216	Orange	-116.8	7.5	Increased	Orange	-80.8	2.6	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	230	-123.1	Very Low	-84.0	Low	Lower	201	Orange	-117.6	5.6	Increased	Yellow	-80.8	3.2	Increased	Lower
				Students with Disabilities	34	-180.7	Very Low	-130.8	Very Low	Lower	27	No Color	-166.0	14.6	Increased	Orange	-127.3	5.5	Increased	--
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-13.4	Medium	--	*	No Color	--	--	No Change Level	Yellow	-11.1	2.3	Maintained	--

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

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	96%	100%	100%	100%	94%	--	100%	--	96%	--	96%	95%	--	100%
Participation Rate Met 2022 *	Yes	Yes	Yes	Yes	No	--	Yes	--	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	98%	--	100%	0%	99%	--	100%	50%	98%	--	98%	100%	--	100%
Participation Rate Met 2023	Yes	--	Yes	No	Yes	--	Yes	No	Yes	--	Yes	Yes	--	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files 2023

Los Angeles Leadership Academy

English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator - CA School Dashboard Indicator

					2022 School			2022 State			2023 School					2023 State				
RG	BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
E	2	8756	Los Angeles Leadership Academy	English Learner	96	64.6%	High	50.3%	Medium	Higher	77	Blue	71.4%	6.8%	Increased	Yellow	48.7%	-1.6%	Maintained	Higher

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

ELPAC Participation

Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation Rate Met
2022	108	104	96.3%	Yes
2023	88	81	92.0%	No

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

2022 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
Los Angeles Leadership Academy		State
ELs Who Progressed at Least One ELPI Level	63.5%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	16.7%	31.4%
ELs Who Decreased at Least One ELPI Level	18.8%	18.3%

2023 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
Los Angeles Leadership Academy		State
ELs Who Progressed at Least One ELPI Level	68.9%	46.4%
ELs Who Maintained ELPI Level 4	5.4%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	16.2%	32.7%
ELs Who Decreased at Least One ELPI Level	9.5%	18.6%

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

Data Sources: California School Dashboard Research data files 2023

Los Angeles Leadership Academy

Academic Performance - College / Career

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

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

College / Career Academic Indicator - CA School Dashboard Indicator

RG	BD	Loc Code	School	Student Group	Number of Students with Scores	School 2023 percentage of prepared students	School 2023 Status Level	State 2023 percentage of prepared students	State 2023 Status Level	School to State CCI Comparison
E	2	8756	Los Angeles Leadership Academy	All Students	56	23.2%	Low	43.9%	Medium	Lower
				American Indian or Alaska Native	0	--	--	26.5%	Low	--
				Asian	*	--	No Status Level	75.8%	Very High	--
				Black or African American	0	--	--	25.1%	Low	--
				English Learner	*	--	No Status Level	15.3%	Low	--
				Filipino	0	--	--	65.2%	High	--
				Foster Youth	0	--	--	11.6%	Low	--
				Homeless Youth	*	--	No Status Level	20.4%	Low	--
				Latino	51	25.5%	Low	35.5%	Medium	Lower
				Native Hawaiian or Pacific Islander	0	--	--	33.1%	Low	--
				Socioeconomically Disadvantaged	56	23.2%	Low	35.4%	Medium	Lower
				Students with Disabilities	*	--	No Status Level	12.3%	Low	--
				Two or More Races	0	--	--	52.9%	Medium	--
				White	*	--	No Status Level	53.2%	Medium	--

Data Sources: California School Dashboard Research data files 2023.

Los Angeles Leadership Academy

Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

Chronic Absenteeism - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
E	2	8756	Los Angeles Leadership Academy	All Students	223	39.5%	Very High	30.0%	Very High	Higher	195	Orange	36.9%	-2.5%	Declined	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	*	--	No Performance Level	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	*	--	No Performance Level	11.5%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	10.1%	-1.4	Declined	--
				Black or African American	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	66	40.9%	Very High	33.6%	Very High	Higher	55	Red	43.6%	2.7%	Increased	Yellow	26.3%	-7.3	Declined Significantly	Higher
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	0	--	--	45.1%	Very High	--	0	--	--	--	--	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	215	39.5%	Very High	35.8%	Very High	Higher	188	Orange	36.7%	-2.8%	Declined	Yellow	28.4%	-7.4	Declined Significantly	Higher
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	197	40.6%	Very High	37.4%	Very High	Higher	175	Orange	37.7%	-2.9%	Declined	Yellow	29.9%	-7.5	Declined Significantly	Higher
				Students with Disabilities	33	42.4%	Very High	39.6%	Very High	Higher	26	No Color	30.8%	-11.7%	Declined	Yellow	33.1%	-6.5	Declined Significantly	--
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	0	--	--	21.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Los Angeles Leadership Academy

Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
E	2	8756	Los Angeles Leadership Academy	All Students	451	3.3%	Medium	3.1%	Medium	Higher	418	Blue	1.0%	-2.4%	Declined Significantly	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	*	--	No Performance Level	6.4%	High	--	*	No Color	--	--	No Change Level	Orange	7.4%	1.0%	Increased	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--	*	No Color	--	--	No Change Level	Green	1.1%	0.2%	Maintained	--
				Black or African American	*	--	No Performance Level	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	117	4.3%	Medium	3.2%	Medium	Higher	98	Blue	1.0%	-3.3%	Declined	Orange	3.7%	0.5%	Increased	Lower
				Filipino	0	--	--	1.2%	Low	--	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	*	--	No Performance Level	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	431	3.5%	Medium	3.3%	Medium	Higher	393	Blue	1.0%	-2.5%	Declined Significantly	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	397	3.3%	Medium	4.0%	Medium	Lower	375	Blue	0.8%	-2.5%	Declined Significantly	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	68	5.9%	High	5.4%	High	Higher	54	Green	1.9%	-4.0%	Declined	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	12	No Color	0.0%	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Los Angeles Leadership Academy

Graduation Rate Indicator

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

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Graduation Rate Indicator - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of graduated students	School 2022 Status Level	State 2022 Percentage of graduated students	State 2022 Status Level	School to State Graduated Students Comparison	Number of Students	School 2023 Performance Level (color)	School 2023 Percentage of graduated students	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Percentage of graduated students	State 2023 Change	State 2023 Change Level	School to State Graduated Students Comparison
E	2	8756	Los Angeles Leadership Academy	All Students	51	70.6%	Low	87.4%	Medium	Lower	58	Green	87.9%	17.3%	Increased Significantly	Orange	86.4%	1.0%	Declined	Higher
				American Indian or Alaska Native	0	--	--	79.6%	Low	--	*	No Color	--	--	No Change Level	Orange	79.6%	-0.1%	Maintained	--
				Asian	*	--	No Performance Level	95.2%	Very High	--	*	No Color	--	--	No Change Level	Green	94.5%	-0.7%	Maintained	--
				Black or African American	0	--	--	79.5%	Low	--	0	--	--	--	--	Orange	78.5%	1.0%	Declined	--
				English Learner	16	56.3%	No Performance Level	73.3%	Low	--	11	No Color	81.8%	25.6%	Increased Significantly	Orange	73.5%	0.2%	Maintained	--
				Filipino	0	--	--	95.5%	Very High	--	0	--	--	--	--	Green	94.7%	-0.8%	Maintained	--
				Foster Youth	*	--	No Performance Level	64.1%	Very Low	--	0	--	--	--	--	Red	63.2%	-0.8%	Maintained	--
				Homeless Youth	0	--	--	74.4%	Low	--	*	No Color	--	--	No Change Level	Orange	73.7%	-0.7%	Maintained	--
				Latino	49	69.4%	Low	85.3%	Medium	Lower	53	Green	88.7%	19.3%	Increased Significantly	Orange	84.2%	1.0%	Declined	Higher
				Native Hawaiian or Pacific Islander	0	--	--	85.2%	Medium	--	0	--	--	--	--	Yellow	84.6%	-0.7%	Maintained	--
				Socioeconomically Disadvantaged	51	70.6%	Low	85.1%	Medium	Lower	58	Green	87.9%	17.3%	Increased Significantly	Orange	83.7%	1.4%	Declined	Higher
				Students with Disabilities	14	64.3%	Very Low	75.2%	Low	--	*	No Color	--	--	No Change Level	Orange	72.7%	2.5%	Declined	--
				Two or More Races	0	--	--	89.6%	Medium	--	0	--	--	--	--	Orange	88.6%	1.0%	Declined	--
				White	0	--	--	90.8%	High	--	*	No Color	--	--	No Change Level	Orange	89.8%	1.0%	Declined	--

Data Sources: California School Dashboard Research data files 2023

Los Angeles Leadership Academy

Enrollment Report

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

2023-2024 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
E	2	8756	Los Angeles Leadership Academy	349	92.0%	2.9%	0.6%	1.1%	0.0%	22.1%	0.0%	0.3%	5.4%	94.6%	0.0%	0.0%	2.3%	94.0%	12.9%	0.0%	1.4%
			Statewide	5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
			Los Angeles Unified	529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
E	2	8756	Los Angeles Leadership Academy	387	85.5%	2.6%	0.8%	1.3%	0.3%	23.0%	0.0%	0.8%	0.5%	94.1%	0.0%	0.0%	2.6%	90.2%	14.2%	0.0%	1.0%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

Los Angeles Leadership Academy

RECLASSIFICATION RATES

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

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
E	2	8756	Los Angeles Leadership Academy	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Langauge Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

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

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

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

Los Angeles Leadership Academy

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

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

					2022-2023				2023-2024	
RG	BD	Loc Code	School	English Learners	School		State		School	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
E	2	8756	Los Angeles Leadership Academy	LTEL 6+ Years	28	10.6%	226,535	11.1%	32	14.0%
				At-Risk 4-5 Years	4	1.5%	144,190	7.1%	4	1.8%
				EL 0-3 Years	9	3.4%	505,487	24.8%	10	4.4%
				EL 4+ Years Not At-Risk or LTEL	48	18.2%	236,323	11.6%	31	13.6%
				EL total	89	33.7%	1,112,535	54.5%	77	33.8%
				RFEP	175	66.3%	927,723	45.5%	151	66.2%
				Total (Ever)	264	100.0%	2,040,258	100.0%	228	100.0%

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

Los Angeles Leadership Academy

Students with Disabilities Report

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

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
E	2	8756	Los Angeles Leadership Academy	349	45	12.9%
			Statewide	5,837,690	799,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
E	2	8756	Los Angeles Leadership Academy	387	55	14.2%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	2	8756	Los Angeles Leadership Academy	88.9%	11.1%	4	0	0	1	0	0	0	0	13	0	26	1	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	2	8756	Los Angeles Leadership Academy	87.3%	12.7%	5	0	0	2	0	0	0	0	9	0	36	3	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

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

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

Los Angeles Leadership Academy

Los Angeles Leadership Academy - 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**	**Yellow**	**-45.9**	**5.6**	**Orange**	**-13.2**	**Lower**
English Learner	Met	Orange	-74.1	3.8	Orange	-67.6	Lower
Latino	Met	Yellow	-45.1	5.7	Orange	-39.3	Lower
Socioeconomically Disadvantaged	Met	Yellow	-45.2	4.0	Orange	-40.9	Lower

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

Los Angeles Leadership Academy - 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**	**-110.4**	**7.0**	**Orange**	**-47.6**	**Lower**
English Learner	Met	Orange	-135.3	10.8	Orange	-93.4	Lower
Latino	Met	Orange	-109.7	7.1	Orange	-79.2	Lower
Socioeconomically Disadvantaged	Met	Orange	-109.1	8.5	Orange	-78.2	Lower

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

ATTACHMENT C
Los Angeles Leadership Academy
Resident Schools Data Set

Academic Performance Medians- English Language Arts

Los Angeles Leadership Academy 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**259**	**Low**	**-46.9**	**2,128**	**Medium**	**-14.0**	**Lower**
Latino	246	Low	-47.2	1,743	Low	-24.7	Lower
English Learner	93	Very Low	-73.7	437	Very Low	-109.1	Higher
Socioeconomically Disadvantaged	232	Low	-48.0	1,961	Medium	-18.1	Lower
Students with Disabilities	35	Very Low	-118.2	369	Very Low	-116.5	Lower

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

Los Angeles Leadership Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**222**	**Orange**	**-51.5**	**2,053**	**Orange**	**-30.1**	**Lower**
Latino	217	Orange	-50.8	1,702	Orange	-35.5	Lower
English Learner	92	Red	-77.9	386	Orange	-103.8	Higher
Socioeconomically Disadvantaged	202	Orange	-49.2	1,758	Orange	-34.4	Lower

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

Los Angeles Leadership Academy 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	**208**	**Yellow**	**-45.9**	**1,958**	**Green**	**-4.7**	**Lower**
Latino	201	Yellow	-45.1	1,626	Green	-10.4	Lower
English Learner	84	Orange	-74.1	429	Orange	-83.3	Higher
Socioeconomically Disadvantaged	195	Yellow	-45.2	1,750	Green	-8.7	Lower

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

Los Angeles Leadership Academy
Resident Schools Data Set

Academic Performance Medians- Math

Los Angeles Leadership Academy 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	**258**	**Very Low**	**-123.9**	**2,121**	**Low**	**-70.7**	**Lower**
Latino	245	Very Low	-124.2	1,738	Low	-99.6	Lower
English Learner	93	Very Low	-147.2	435	Very Low	-145.8	Lower
Socioeconomically Disadvantaged	230	Very Low	-123.1	1,954	Low	-76.5	Lower
Students with Disabilities	34	Very Low	-180.7	369	Very Low	-159.4	Lower

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

Los Angeles Leadership Academy 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	**221**	**Orange**	**-117.4**	**2,047**	**Yellow**	**-71.6**	**Lower**
Latino	216	Orange	-116.8	1,696	Orange	-88.4	Lower
English Learner	92	Red	-146.1	384	Orange	-140.4	Lower
Socioeconomically Disadvantaged	201	Orange	-117.6	1,752	Orange	-78.4	Lower

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

Los Angeles Leadership Academy 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	**209**	**Orange**	**-110.4**	**1,952**	**Yellow**	**-58.4**	**Lower**
Latino	202	Orange	-109.7	1,618	Orange	-77.8	Lower
English Learner	85	Orange	-135.3	440	Orange	-117.3	Lower
Socioeconomically Disadvantaged	196	Orange	-109.1	1,746	Yellow	-66.7	Lower

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

Los Angeles Leadership Academy
Resident Schools Data Set

Academic Performance Medians- English Learner Progress Indicator

Los Angeles Leadership Academy 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	**96**	**High**	**64.6%**	**441**	**High**	**53.0%**	**Higher**

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

Los Angeles Leadership Academy 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	**77**	**Blue**	**71.4%**	**416**	**Orange**	**47.4%**	**Higher**

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

Los Angeles Leadership Academy 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	**68**	**Red**	**22.1%**	**354**	**Green**	**53.3%**	**Lower**
Long-Term English Learner	42	Red	26.2%	216	Green	60.6%	Lower

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

Los Angeles Leadership Academy
Resident Schools Data Set

Academic Performance Medians- College/Career Indicator

Los Angeles Leadership Academy 2022-2023 College / Career Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Percentage of Prepared Students	Charter Status Level	Resident Schools Number of Students with Scores	Resident Schools Median Percentage of Prepared Students	Resident Schools Median Status Level	Charter to Resident Schools Median Comparison
All Students	**56**	**23.2%**	**Low**	**891**	**54.4%**	**Medium**	**Lower**
Latino	51	25.5%	Low	776	54%	Medium	Lower
Socioeconomically Disadvantaged	56	23.2%	Low	841	53.1%	Medium	Lower

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

Los Angeles Leadership Academy 2023-2024 College / Career Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of students	Charter Performance Level (color)	Charter Change Level	Resident Number of students	Resident Schools Median Color	Resident Median Percentage of prepared students	Charter to Resident Schools Median Comparison
All Students	**46**	**Yellow**	**Increased**	**578**	**Green**	**57.8%**	**Lower**
Latino	45	Green	Increased	509	Yellow	55.4%	Lower
Socioeconomically Disadvantaged	46	Yellow	Increased	568	Green	57.5%	Lower

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

Los Angeles Leadership Academy
Resident Schools Data Set

Academic Performance Medians- Graduation Rate

Los Angeles Leadership Academy 2022-2023 Graduation Rate Indicator Medians - CA School Dashboard Indicator

Student Group	Number of students	Charter Performance Level (color)	Charter Percentage of graduated students	Resident Number of students	Resident Schools Median Color	Resident Median Percentage of graduated students	Charter to Resident Schools Median Comparison
All Students	**58**	**Green**	**87.9%**	**607**	**Blue**	**93.2%**	**Lower**
Latino	53	Green	88.7%	513	Blue	93.1%	Lower
Socioeconomically Disadvantaged	58	Green	87.9%	583	Green	93.1%	Lower

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

Los Angeles Leadership Academy 2023-2024 Graduation Rate Indicator Medians - CA School Dashboard Indicator

Student Group	Number of students	Charter Performance Level (color)	Charter Percentage of graduated students	Resident Number of students	Resident Schools Median Color	Resident Median Percentage of graduated students	Charter to Resident Schools Median Comparison
All Students	**49**	**Yellow**	**87.8%**	**582**	**Green**	**93.7%**	**Lower**
Latino	47	Orange	87.2%	512	Green	94.4%	Lower
Socioeconomically Disadvantaged	49	Yellow	87.8%	572	Green	93.6%	Lower

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

Los Angeles Leadership Academy
Resident Schools Data Set

CAASPP Comparison

Los Angeles Leadership Academy English Language Arts/Literacy						
Student Group	**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**
All Students	**27.2**	**41.7**	**Lower**	**33.0**	**51.6**	**Lower**
Socioeconomically Disadvantaged	29.6	40.5	Lower	33.5	50.2	Lower
Latino	27.9	39.2	Lower	33.3	49.9	Lower
English Learner	10.0	0.0	Higher	9.6	4.6	Higher

Los Angeles Leadership Academy Mathematics						
Student Group	**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**
All Students	**7.1**	**28.6**	**Lower**	**13.2**	**31.7**	**Lower**
Socioeconomically Disadvantaged	7.4	26.5	Lower	14.2	29.2	Lower
Latino	7.2	23.1	Lower	13.7	26.2	Lower
English Learner	0.0	3.8	Lower	3.9	1.9	Higher

ATTACHMENT D

FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE RENEWAL CHARTER PETITION FOR LOS ANGELES LEADERSHIP ACADEMY BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT
January 14, 2025

I. INTRODUCTION

On October 16, 2024, Los Angeles Leadership Academy (also referred to herein as, "LALA," "Charter School," or "Petitioners") submitted a renewal petition application to the Los Angeles Unified School District ("LAUSD" or "District") seeking to serve up to 490 students in grades 6-12 for a five-year term July 1, 2025 to June 30, 2030. (*See* Exhibit 1, Los Angeles Leadership Academy Renewal Petition). Charter School currently operates at 2670 Griffin Ave. and 234 East Avenue 33, Los Angeles, CA 90031, which are served by Board District 2 and Region East.

In accordance with the Charter Schools Act (Ed. Code, § 47600 *et seq*.) and the adopted *LAUSD Policy and Procedures for Charter Schools* ("LAUSD policy" or "District policy"), LAUSD's Board of Education ("Board") has 90 days upon receipt of the renewal petition to either grant or deny the renewal petition unless an extension of an additional 30 days is mutually agreed upon by the parties. No later than 60 days the LAUSD Board must hold a 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 public hearing at which the Board will either grant or deny the charter, the petitioners have equivalent time and procedures to present evidence and testimony to respond to District staff recommendation and findings. The LAUSD Board must publish all staff recommendations, including the recommended findings regarding the renewal petition at least 15 days before the public hearing at which the LAUSD Board will either grant or deny the renewal petition.

Based on a comprehensive review of the renewal petition application and the record of performance of LALA, 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 and 47607.2 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, and 47607.2. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1:

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

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions.

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 of Education 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.[1]

Criterion 2:

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

The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic

[1] See LAUSD policy pp. 28-29.

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[2] and identified an approved list of valid and reliable assessments.[3] 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 petition of a Middle performing charter school pursuant to 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 that provide a benefit to pupils of the school;

[2] "Verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (Ed. Code, § 47607.2(c)(2).)
[3] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

(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., reclassification rates, Long-term English Learner (LTEL) rates, and percentage of students Met or Exceeded Standards as measured on the California Assessment of Student Performance and Progress (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. For schools within an LAUSD "Zone of Choice," all the schools that the students could have potentially attended will be used to calculate a Resident Schools Median (RSM).

A Middle performing charter school may be renewed for a period of five years. (Ed. Code, § 47607.2(a)(7).)[4]

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.

[4] See LAUSD policy, pp. 35-37.

Upon a finding that the charter school is not serving all pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)[5]

III. FINDINGS OF FACT IN SUPPORT OF DENIAL

Based on a comprehensive review of the LALA renewal petition application and Charter School's record of academic performance, District staff recommends that the LAUSD Board deny the renewal petition and adopt these *Findings of Fact In Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy* based on the following ground(s):

- As a Middle Performing charter school, Los Angeles Leadership Academy 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)

- Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition (Ed. Code § 476052(c)(2)) (Criterion 1)

A. As a Middle performing charter school, Los Angeles Leadership Academy 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)

Charter School has been identified by the California Department of Education (CDE) as a Middle performing charter school.[6] 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 four applicable measurements of academic performance – English Language Arts (ELA) and Math, English Learner Progress Indicator (ELPI), and College/Career Indicator (CCI), Charter School demonstrated performance levels for All Students, and for all numerically significant student groups that are lower than the state average in 2022, 2023, and 2024 for ELA and Math; and in 2023 and 2024 for CCI; and in 2024 for ELPI. Additionally, in ELA, Charter School demonstrated declining performance in 2023, and although demonstrated an increase in 2024 for All Students and all numerically significant student groups, were still below the state. In Math, Charter School demonstrated an increase in performance in 2023 and 2024 for All Students and all numerically significant student groups, however, were still below the state. In ELPI, Charter School was higher than the state in 2022 and 2023, however, in 2024 the Charter School performed lower than the state and declined by 49.4%. The CCI was not reported on the 2021-2022 Dashboard. The Charter School performed lower than the state for the 2022-2023 and the 2023-2024 school years. Although the charter school scored lower than the state in 2023-2024, the charter school demonstrated an 11.6% increase.

While giving greater weight to Charter School's performance on the measurements of academic performance, the District staff finds that Charter School has failed to meet or make sufficient

[5] Id., pp. 37-38.
[6] The list of charter schools and their respective performance categories, as determined by the criteria outlined in AB 1505, published by CDE's Charter Schools Division is available at https://www.cde.ca.gov/sp/ch/csperformcategory.asp.

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.

As set forth below, consistent with Education Code section 47607.2(b), the District finds that Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to students of the charter school; the closure of Charter School is in the best interest of the pupils; and the decision provides greater weight to the performance on the measurements of academic performance.

1. **Academic Performance Analysis**

Based on the comprehensive review of the renewal petition, and Charter School's record of academic performance as outlined below, District staff has determined that even though Charter School has been designated by the state as Middle performing, the school did not attain measurable increases in academic achievement schoolwide and for numerically significant student groups based on the California School Dashboard (ELA, Math, ELPI, and CCI). The Charter school provided three years of verified data desegregated by grade levels and student groups; however, the verified data was not clear and convincing. (*See* Exhibit 2, Los Angeles Leadership Academy DFS Data Set).

Charter School's academic performance reflects the following:

a. California School Dashboard English Language Arts Academic Indicator
In 2022, 2023, and 2024, Charter School's Distance from Standard (DFS) in ELA was lower than the state for All Students, and for all numerically significant student groups. Notwithstanding the increases in 2024, the charter school still remains lower than the state. (*See* Exhibit 2, Los Angeles Leadership Academy DFS Data Set).

Los Angeles Leadership Academy - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-46.9**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-47.2	Low	-38.6	Lower
English Learner	Met	Very Low	-73.7	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-48.0	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-118.2	Very Low	-97.3	Lower

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

Los Angeles Leadership Academy English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-51.5**	**-4.6**	**Orange**	**-13.6**	**Lower**
Latino	Met	Orange	-50.8	-3.6	Orange	-40.2	Lower
English Learner	Met	Red	-77.9	-4.3	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-49.2	-1.2	Orange	-42.6	Lower

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

Los Angeles Leadership Academy - 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	---	Yellow	**-45.9**	**5.6**	**Orange**	**-13.2**	**Lower**
Latino	---	Yellow	-45.1	5.7	Orange	-39.3	Lower
English Learner	---	Orange	-74.1	3.8	Orange	-67.6	Lower
Socioeconomically Disadvantaged	---	Yellow	-45.2	4.0	Orange	-40.9	Lower

--- no participation rate Data Sources: CA School Dashboard Research

b. California School Dashboard Math Academic Indicator

In 2022, 2023, and 2024, Charter School's DFS in Math was lower than the state for All Students, and for all numerically significant student groups. Although, Charter School has demonstrated increases in 2023 and 2024, the charter school remains lower than the state.

Los Angeles Leadership Academy - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-123.9**	**Low**	**-51.7**	**Lower**
Latino	Met	Very Low	-124.2	Low	-83.4	Lower
English Learner	Not Met	Very Low	-147.2	Low	-92.0	Lower

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

Los Angeles Leadership Academy - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-117.4**	**6.5**	**Orange**	**-49.1**	**Lower**
Latino	Met	Orange	-116.8	7.5	Orange	-80.8	Lower
English Learner	Met	Red	-146.1	2.2	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-117.6	5.6	Yellow	-80.8	Lower

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

Los Angeles Leadership Academy - 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	---	**Orange**	**-110.4**	7.0	**Orange**	**-47.6**	**Lower**
Latino	---	Orange	-109.7	7.1	Orange	-79.2	Lower
English Learner	--	Orange	-135.3	10.8	Orange	-93.4	Lower
Socioeconomically Disadvantaged	---	Orange	-109.1	8.5	Orange	-78.2	Lower

--- no participation rate Data Sources: CA School Dashboard Research

c. California School Dashboard English Learner Progress Indicator

In 2022, on the ELPI, the charter school's Status Level of High was higher than the state's Status Level of Medium. In 2023 on the ELPI, the charter school's performance color of Blue was higher than the state's color of Yellow. The charter school's English Learner Progress rate was higher than the state's rate in 2023. However, in 2024 on the ELPI, the charter school's performance color of Red was lower than the state's color of Orange. The charter school's English Learner Progress rate was lower than the state's rate in 2024.

Los Angeles Leadership Academy - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	64.6%	Medium	50.3%	Higher

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

Los Angeles Leadership Academy - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Not Met	Blue	71.4%	6.8%	Yellow	48.7%	Higher

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

Los Angeles Leadership Academy - 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	---	Red	22.1%	-49.4%	Orange	45.7%	Lower
Long-Term English Learners	---	Red	26.2%	-46.7%	Orange	45.8%	Lower

--- no participation rate Data Sources: CA School Dashboard Research

d. California School Dashboard College/Career Indicator (CCI)

The College/ Career Academic Indicator was not reported on the 2022 California School Dashboard. In 2023 and 2024, the charter school's Status Level of Low for All Students was lower than the state's Status Level of Medium. The charter school's percentage of students prepared was lower than the state for both numerically significant student groups.

Los Angeles Leadership Academy - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**Low**	**23.2%**	**Medium**	**43.9%**	**Lower**
Latino	Low	25.5%	Medium	35.5%	Lower
Socioeconomically Disadvantaged	Low	23.2%	Medium	35.4%	Lower

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

Los Angeles Leadership Academy - College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**Low**	**34.8%**	**Medium**	**45.3%**	**Lower**
Latino	Low	35.6%	Medium	37.4%	Lower
Socioeconomically Disadvantaged	Low	34.8%	Medium	37.4%	Lower

Data Sources: CA School Dashboard

2. Charter School's Verified Data Does Not Provide Clear and Convincing Evidence of Measurable Increases in Academic Achievement.

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 submitted data from Northwest Evaluation Association (NWEA) for verified data, specifically, MAP of Academic Progress (MAP) assessment *Student Growth Summary Report* in Reading, Language Usage, and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per the California State Board of Education'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." (may23item02.docx)

To be eligible for inclusion as verified data, consistent with Education Code section 47607.2 (c)(2), 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 Reports* provided by Charter School does not provide a participation rate on the report, however, it does include the total number of "growth events[7]" on the reports. In 2021-2022, Charter School had a Norm Enrollment of 421 students and the NWEA Reading had 338 growth events (80.28%), NWEA Language Usage had 339 growth events (80.52%), and the NWEA Math report had 332 growth events (78.85%). Thus, the 2021-2022 assessment data does not appear to include at least 95 percent of eligible students. In 2022-2023, Charter School had a Norm Enrollment of 390 students and the NWEA Reading

[7] Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

had 281 growth events (72.05%), NWEA Language Usage had 265 growth events (67.94%), and the NWEA Math report had 321 growth events (82.30%). Thus, the 2022-2023 assessment data does not appear to include at least 95 percent of eligible students. In 2023-2024, Charter School had a Norm Enrollment of 354 students and the NWEA Reading had 305 growth events (86.15%), NWEA Language Usage had 290 growth events (81.92%), and the NWEA Math report had 311 growth events (87.85%). Thus, the 2023-2024 assessment data does not appear to include at least 95 percent of eligible students. (*see* Exhibit 3, Los Angeles Leadership Academy Verified Data).

The Charter School provided three years of data from NWEA *Student Growth Summary Reports* for 2020-2021, 2022-2023 and 2023-2024 for Reading, Language Usage, and Math for grade levels and for the following student groups by grade level: Latino, English Learner, Socioeconomically Disadvantaged and Students with Disabilities.

As seen in the tables below, the majority of grade levels and applicable student groups demonstrated one-year's growth in all of the subject areas (Reading, Language Usage, and Math) in only one year (2023-2024). The reports submitted for 2020-2021 and 2022-2023 did not show that the majority of grade levels and applicable student groups demonstrated one-year's growth in all of the subject areas (Reading, Language Usage, and Math).

MAP Growth Reading 2021-2022				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	*****	**0**	*****	*****
Latino	*****	**0**	*****	*****
English Learner	*****	**0**	*****	*****
Socioeconomically Disadvantaged	*****	**0**	*****	*****
Students with Disabilities	*****	**0**	*****	*****
Grade 7	**58**	**0**	**-1.93**	**Not Met**
Latino	**58**	**0**	**-1.93**	**Not Met**
English Learner	**11**	**0**	**-2.38**	**Not Met**
Socioeconomically Disadvantaged	**47**	**0**	**-1.35**	**Not Met**
Students with Disabilities	*****	**0**	*****	*****
Grade 8	**119**	**0**	**-0.26**	**Not Met**
Latino	**113**	**0**	**-0.36**	**Not Met**
English Learner	**15**	**0**	**-0.02**	**Not Met**
Socioeconomically Disadvantaged	**43**	**0**	**-2.04**	**Not Met**
Students with Disabilities	*****	**0**	*****	*****
Grade 9	**39**	**0**	**-0.58**	**Not Met**
Latino	**38**	**0**	**-0.49**	**Not Met**
English Learner	*****	**0**	*****	*****

MAP Growth Reading 2021-2022				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Socioeconomically Disadvantaged	**31**	**0**	**0.09**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 10	**41**	**0**	**-1.32**	**Not Met**
Latino	**40**	**0**	**-1.62**	**Not Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**39**	**0**	**-1.51**	**Not Met**
Students with Disabilities	*	**0**	*	*
Grade 11	**49**	**0**	**-0.88**	**Not Met**
Latino	**46**	**0**	**-0.70**	**Not Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**45**	**0**	**-0.51**	**Not Met**
Students with Disabilities	*	**0**	*	*
Grade 12	**30**	**0**	**-3.05**	**Not Met**
Latino	**28**	**0**	**-3.24**	**Not Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**16**	**0**	**-5.18**	*
Students with Disabilities	*	**0**	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting. "Not available" indicates that the information was not provided or not included in the reports submitted by the charter school.

MAP Growth Language Usage 2021-2022				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Language Usage: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	*	**0**	*	*
Latino	*	**0**	*	*
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**Not available**	**0**	**Not available**	**Not available**
Students with Disabilities	**Not available**	**0**	**Not available**	**Not available**
Grade 7	**60**	**0**	**-0.24**	**Not Met**
Latino	**59**	**0**	**-0.17**	**Not Met**
English Learner	**Not available**	**0**	**Not available**	**Not available**
Socioeconomically Disadvantaged	**Not available**	**0**	**Not available**	**Not available**

MAP Growth Language Usage 2021-2022				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Language Usage: Conditional Growth Index (CGI)**	**One Year's Progress**
Students with Disabilities	**Not available**	**0**	**Not available**	**Not available**
Grade 8	**115**	**0**	**-0.01**	**Not Met**
Latino	**109**	**0**	**-0.08**	**Not Met**
English Learner	**Not available**	**0**	**Not available**	**Not available**
Socioeconomically Disadvantaged	**Not available**	**0**	**Not available**	**Not available**
Students with Disabilities	**Not available**	**0**	**Not available**	**Not available**
Grade 9	**39**	**0**	**-0.44**	**Not Met**
Latino	**38**	**0**	**-0.58**	**Not Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**31**	**0**	**0.95**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 10	**42**	**0**	**1.09**	**Met**
Latino	**41**	**0**	**1.02**	**Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**40**	**0**	**1.45**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 11	**51**	**0**	**-1.36**	**Not Met**
Latino	**48**	**0**	**-1.30**	**Not Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**47**	**0**	**-1.01**	**Not Met**
Students with Disabilities	*	**0**	*	*
Grade 12	**29**	**0**	**Not available**	**Not available**
Latino	**27**	**0**	**Not available**	**Not available**
English Learner	*	**0**	**Not available**	**Not available**
Socioeconomically Disadvantaged	**13**	**0**	**Not available**	**Not available**
Students with Disabilities	*	**0**	**Not available**	**Not available**

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting. "Not available" indicates that the information was not provided or not included in the reports submitted by the charter school.

MAP Growth Math 2021-2022				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	*	0	*	*
Latino	*	0	*	*
English Learner	*	0	*	*
Socioeconomically Disadvantaged	*	0	*	*
Students with Disabilities	*	0	*	*
Grade 7	56	0	0.83	Met
Latino	55	0	0.88	Met
English Learner	13	0	0.41	Met
Socioeconomically Disadvantaged	45	0	0.89	Met
Students with Disabilities	*	0	*	*
Grade 8	115	0	1.48	Met
Latino	111	0	1.48	Met
English Learner	13	0	2.14	Met
Socioeconomically Disadvantaged	40	0	0.48	Met
Students with Disabilities	*	0	*	*
Grade 9	37	0	1.24	Met
Latino	36	0	1.29	Met
English Learner	*	0	*	*
Socioeconomically Disadvantaged	29	0	1.60	Met
Students with Disabilities	*	0	*	*
Grade 10	42	0	0.06	Met
Latino	41	0	-0.09	Not Met
English Learner	*	0	*	*
Socioeconomically Disadvantaged	40	0	0.21	Met
Students with Disabilities	*	0	*	*
Grade 11	50	0	-0.88	Not Met
Latino	46	0	-1.03	Not Met
English Learner	*	0	*	*
Socioeconomically Disadvantaged	46	0	-0.33	Not Met
Students with Disabilities	*	0	*	*
Grade 12	29	0	0.87	Not Met
Latino	27	0	0.70	Met

MAP Growth Math 2021-2022				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
English Learner	*	0	*	*
Socioeconomically Disadvantaged	14	0	1.10	Met
Students with Disabilities	*	0	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting. "Not available" indicates that the information was not provided or not included in the reports submitted by the charter school.

MAP Growth Reading 2022-2023				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	**32**	**0**	**-1.97**	**Not Met**
Latino	**29**	**0**	**-1.65**	**Not Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**30**	**0**	**-1.97**	**Not Met**
Students with Disabilities	*	**0**	*	*
Grade 7	**56**	**0**	**-4.81**	**Not Met**
Latino	**55**	**0**	**-4.91**	**Not Met**
English Learner	**12**	**0**	**-5.36**	**Not Met**
Socioeconomically Disadvantaged	**52**	**0**	**-4.64**	**Not Met**
Students with Disabilities	*	**0**	*	*
Grade 8	**56**	**0**	**-0.21**	**Not Met**
Latino	**56**	**0**	**-0.21**	**Not Met**
English Learner	**23**	**0**	**0.74**	**Met**
Socioeconomically Disadvantaged	**50**	**0**	**-0.01**	**Not Met**
Students with Disabilities	**13**	**0**	**-0.15**	**Not Met**
Grade 9	**34**	**0**	**0.20**	**Met**
Latino	**28**	**0**	**0.60**	**Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**31**	**0**	**0.11**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 10	**43**	**0**	**-1.22**	**Not Met**
Latino	**40**	**0**	**-1.00**	**Not Met**
English Learner	*	**0**	*	*

MAP Growth Reading 2022-2023				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Socioeconomically Disadvantaged	**34**	**0**	**-0.15**	**Not Met**
Students with Disabilities	*	**0**	*	*
Grade 11	**42**	**0**	**0.28**	**Met**
Latino	**41**	**0**	**0.61**	**Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**40**	**0**	**0.28**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 12	**49**	**0**	**-0.56**	**Not Met**
Latino	**46**	**0**	**-0.37**	**Not Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**45**	**0**	**0.47**	**Met**
Students with Disabilities	*	**0**	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting. "Not available" indicates that the information was not provided or not included in the reports submitted by the charter school.

MAP Growth Language Usage 2022-2023				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Language Usage: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	**46**	**0**	**-2.52**	**Not Met**
Latino	**43**	**0**	**-2.45**	**Not Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**39**	**0**	**-2.19**	**Not Met**
Students with Disabilities	*	**0**	*	*
Grade 7	**56**	**0**	**-4.68**	**Not Met**
Latino	**55**	**0**	**-4.61**	**Not Met**
English Learner	**12**	**0**	**-5.24**	**Not Met**
Socioeconomically Disadvantaged	**52**	**0**	**-4.04**	**Not Met**
Students with Disabilities	*	**0**	*	*
Grade 8	**61**	**0**	**1.59**	**Met**
Latino	**61**	**0**	**1.59**	**Met**
English Learner	**24**	**0**	**0.88**	**Met**
Socioeconomically Disadvantaged	**55**	**0**	**1.41**	**Met**

MAP Growth Language Usage 2022-2023				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Language Usage: Conditional Growth Index (CGI)**	**One Year's Progress**
Students with Disabilities	**14**	**0**	**-1.18**	**Not Met**
Grade 9	**14**	**0**	**2.01**	**Met**
Latino	**11**	**0**	**1.49**	**Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**12**	**0**	**2.27**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 10	**41**	**0**	**2.09**	**Met**
Latino	**38**	**0**	**2.55**	**Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**33**	**0**	**2.75**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 11	**40**	**0**	**0.71**	**Met**
Latino	**39**	**0**	**0.82**	**Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**39**	**0**	**0.82**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 12	**48**	**0**	**Not available**	**Not available**
Latino	**45**	**0**	**Not available**	**Not available**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**44**	**0**	**Not available**	**Not available**
Students with Disabilities	*	**0**	*	*

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

MAP Growth Math 2022-2023				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	**43**	**0**	**-2.03**	**Not Met**
Latino	**39**	**0**	**-1.86**	**Not Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**37**	**0**	**-1.51**	**Not Met**
Students with Disabilities	*	**0**	**-1.19**	*
Grade 7	**56**	**0**	**-1.75**	**Not Met**

MAP Growth Math 2022-2023				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Latino	**55**	**0**	**-1.75**	**Not Met**
English Learner	**12**	**0**	**-3.24**	**Not Met**
Socioeconomically Disadvantaged	**52**	**0**	**-1.57**	**Not Met**
Students with Disabilities	*	**0**	*	*
Grade 8	**55**	**0**	**0.66**	**Met**
Latino	**55**	**0**	**0.66**	**Met**
English Learner	**22**	**0**	**0.84**	**Met**
Socioeconomically Disadvantaged	**48**	**0**	**0.62**	**Met**
Students with Disabilities	**14**	**0**	**0.22**	**Met**
Grade 9	**33**	**0**	**-1.17**	**Not Met**
Latino	**27**	**0**	**-0.11**	**Not Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**30**	**0**	**-1.12**	**Not Met**
Students with Disabilities	*	**0**	*	*
Grade 10	**41**	**0**	**1.08**	**Met**
Latino	**39**	**0**	**1.17**	**Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**33**	**0**	**1.72**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 11	**43**	**0**	**0.56**	**Met**
Latino	**42**	**0**	**0.75**	**Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**41**	**0**	**0.42**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 12	**50**	**0**	**5.50**	**Met**
Latino	**46**	**0**	**6.07**	**Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**46**	**0**	**5.58**	**Met**
Students with Disabilities	*	**0**	*	*

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MAP Growth Reading 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	**51**	**-0.2 to 0.2**	**-0.76**	**Not met**
Latino	**50**	**-0.2 to 0.2**	**-0.77**	**Not met**
English Learner	**21**	**-0.2 to 0.2**	**0.69**	**Met**
Socioeconomically Disadvantaged	**48**	**-0.2 to 0.2**	**-1.10**	**Not met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 7	**48**	**-0.2 to 0.2**	**-3.12**	**Not met**
Latino	**45**	**-0.2 to 0.2**	**-3.05**	**Not met**
English Learner	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**44**	**-0.2 to 0.2**	**-3.35**	**No met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 8	**57**	**-0.2 to 0.2**	**0.76**	**Met**
Latino	**56**	**-0.2 to 0.2**	**0.92**	**Met**
English Learner	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**52**	**-0.2 to 0.2**	**1.74**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 9	**37**	**-0.2 to 0.2**	**0.21**	**Met**
Latino	**36**	**-0.2 to 0.2**	**0.21**	**Met**
English Learner	**12**	**-0.2 to 0.2**	**0.38**	**Met**
Socioeconomically Disadvantaged	**35**	**-0.2 to 0.2**	**0.20**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 10	**35**	**-0.2 to 0.2**	**1.19**	**Met**
Latino	**29**	**-0.2 to 0.2**	**1.56**	**Met**
English Learner	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**33**	**-0.2 to 0.2**	**1.25**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 11	**37**	**-0.2 to 0.2**	**4.13**	**Met**
Latino	**36**	**-0.2 to 0.2**	**4.08**	**Met**
English Learner	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**35**	**-0.2 to 0.2**	**4.08**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 12	**40**	**-0.2 to 0.2**	**0.71**	**Met**
Latino	**39**	**-0.2 to 0.2**	**0.47**	**Met**

MAP Growth Reading 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	40	-0.2 to 0.2	0.71	Met
Students with Disabilities	*	-0.2 to 0.2	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting. "Not available" indicates that the information was not provided or not included in the reports submitted by the charter school.

MAP Growth Language Usage 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Language Usage: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	42	-0.2 to 0.2	1.35	Met
Latino	40	-0.2 to 0.2	1.71	Met
English Learner	18	-0.2 to 0.2	2.26	Met
Socioeconomically Disadvantaged	41	-0.2 to 0.2	0.84	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 7	43	-0.2 to 0.2	-0.08	Met
Latino	40	-0.2 to 0.2	0.07	Met
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	39	-0.2 to 0.2	-0.39	No Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 8	55	-0.2 to 0.2	0.98	Met
Latino	54	-0.2 to 0.2	1.12	Met
English Learner	11	-0.2 to 0.2	1.25	Met
Socioeconomically Disadvantaged	52	-0.2 to 0.2	1.12	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 9	36	-0.2 to 0.2	-0.12	Met
Latino	35	-0.2 to 0.2	-0.40	No Met
English Learner	12	-0.2 to 0.2	-0.59	No Met
Socioeconomically Disadvantaged	34	-0.2 to 0.2	-0.56	No Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 10	36	-0.2 to 0.2	0.70	Met
Latino	30	-0.2 to 0.2	-0.40	No Met
English Learner	*	-0.2 to 0.2	*	*

MAP Growth Language Usage 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Language Usage: Conditional Growth Index (CGI)**	**One Year's Progress**
Socioeconomically Disadvantaged	**34**	**-0.2 to 0.2**	**0.63**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 11	**37**	**-0.2 to 0.2**	**3.42**	**Met**
Latino	**35**	**-0.2 to 0.2**	**3.48**	**Met**
English Learner	**3**	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**35**	**-0.2 to 0.2**	**3.48**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 12	**41**	**-0.2 to 0.2**	**Not available**	**Not available**
Latino	**40**	**-0.2 to 0.2**	**Not available**	**Not available**
English Learner	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**41**	**-0.2 to 0.2**	**Not available**	**Not available**
Students with Disabilities	*	**-0.2 to 0.2**	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting. "Not available" indicates that the information was not provided or not included in the reports submitted by the charter school.

MAP Growth Math 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	**56**	**-0.2 to 0.2**	**3.67**	**Met**
Latino	**53**	**-0.2 to 0.2**	**3.68**	**Met**
English Learner	**21**	**-0.2 to 0.2**	**6.41**	**Met**
Socioeconomically Disadvantaged	**53**	**-0.2 to 0.2**	**3.43**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 7	**44**	**-0.2 to 0.2**	**0.70**	**Met**
Latino	**41**	**-0.2 to 0.2**	**0.76**	**Met**
English Learner	**7**	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**53**	**-0.2 to 0.2**	**3.43**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 8	**58**	**-0.2 to 0.2**	**2.06**	**Met**
Latino	**57**	**-0.2 to 0.2**	**2.06**	**Met**
English Learner	**11**	**-0.2 to 0.2**	**3.03**	**Met**
Socioeconomically Disadvantaged	**53**	**-0.2 to 0.2**	**2.19**	**Met**

MAP Growth Math 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 9	38	-0.2 to 0.2	1.89	Met
Latino	37	-0.2 to 0.2	1.79	Met
English Learner	12	-0.2 to 0.2	1.88	Met
Socioeconomically Disadvantaged	36	-0.2 to 0.2	2.00	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 10	35	-0.2 to 0.2	4.19	Met
Latino	29	-0.2 to 0.2	3.52	Met
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	33	-0.2 to 0.2	4.14	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 11	39	-0.2 to 0.2	5.11	Met
Latino	37	-0.2 to 0.2	3.98	Met
English Learner	3	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	37	-0.2 to 0.2	4.49	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 12	41	-0.2 to 0.2	4.36	Met
Latino	40	-0.2 to 0.2	3.78	Met
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	41	-0.2 to 0.2	4.36	Met
Students with Disabilities	*	-0.2 to 0.2	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting. "Not available" indicates that the information was not provided or not included in the reports submitted by the charter school.

As described above, the majority of grade levels and applicable student groups demonstrated one year's progress in only one year (2023-2024). Additionally, the assessment data does not appear to include at least 95 percent of eligible students. Therefore, considering the participation rates, as well as the noted results, Charter School did not provide clear and convincing evidence showing Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

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/findings established above and as evidenced by the tables/data provided herein, and supporting exhibits attached to this Report, District staff recommends denial of LALA'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.

3. 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 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, 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 otherwise attend, and determined that non-renewal and closure of Charter School is in the best interest of its students.

The District's consideration 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). (*see* Exhibit 4, Los Angeles Leadership Academy RSM Data Set.)

a. Resident School Medians (RSM) CA School Dashboard Indicator Student Group Comparison Analysis

English Language Arts RSM

As reflected in the tables below, in 2022, 2023, and 2024 Los Angeles Leadership Academy performed lower than the RSM for All Students in ELA. In 2022, Charter School's DFS was lower than the RSM for three of the four numerically significant student groups; in 2023 and 2024, Charter School was lower for two of the three numerically significant student groups.

Los Angeles Leadership Academy 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**259**	**Low**	**-46.9**	**2,128**	**Medium**	**-14.0**	**Lower**
Latino	246	Low	-47.2	1,743	Low	-24.7	Lower

Los Angeles Leadership Academy 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
English Learner	93	Very Low	-73.7	437	Very Low	-109.1	Higher
Socioeconomically Disadvantaged	232	Low	-48.0	1,961	Medium	-18.1	Lower
Students with Disabilities	35	Very Low	-118.2	369	Very Low	-116.5	Lower

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

Los Angeles Leadership Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**222**	**Orange**	**-51.5**	**2,053**	**Orange**	**-30.1**	**Lower**
Latino	217	Orange	-50.8	1,702	Orange	-35.5	Lower
English Learner	92	Red	-77.9	386	Orange	-103.8	Higher
Socioeconomically Disadvantaged	202	Orange	-49.2	1,758	Orange	-34.4	Lower

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

Los Angeles Leadership Academy 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	**208**	**Yellow**	**-45.9**	**1,958**	**Green**	**-4.7**	**Lower**
Latino	201	Yellow	-45.1	1,626	Green	-10.4	Lower
English Learner	84	Orange	-74.1	429	Orange	-83.3	Higher
Socioeconomically Disadvantaged	195	Yellow	-45.2	1,750	Green	-8.7	Lower

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

Math RSM

As reflected in the tables below, in 2022, 2023, and 2024 Charter School performed lower than the RSM for All Students, and all numerically significant student groups.

Los Angeles Leadership Academy 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	**258**	**Very Low**	**-123.9**	**2,121**	**Low**	**-70.7**	**Lower**
Latino	245	Very Low	-124.2	1,738	Low	-99.6	Lower
English Learner	93	Very Low	-147.2	435	Very Low	-145.8	Lower
Socioeconomically Disadvantaged	230	Very Low	-123.1	1,954	Low	-76.5	Lower
Students with Disabilities	34	Very Low	-180.7	369	Very Low	-159.4	Lower

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

Los Angeles Leadership Academy 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	**221**	**Orange**	**-117.4**	**2,047**	**Yellow**	**-71.6**	**Lower**
Latino	216	Orange	-116.8	1,696	Orange	-88.4	Lower
English Learner	92	Red	-146.1	384	Orange	-140.4	Lower
Socioeconomically Disadvantaged	201	Orange	-117.6	1,752	Orange	-78.4	Lower

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

Los Angeles Leadership Academy 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	**209**	**Orange**	**-110.4**	**1,952**	**Yellow**	**-58.4**	**Lower**
Latino	202	Orange	-109.7	1,618	Orange	-77.8	Lower
English Learner	85	Orange	-135.3	440	Orange	-117.3	Lower

Los Angeles Leadership Academy 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)
Socioeconomically Disadvantaged	196	Orange	-109.1	1,746	Yellow	-66.7	Lower

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

English Learner Progress Indicator (ELPI) RSM

As reflected in the tables below, in 2022, on the ELPI, the charter school's English Learner Progress Rate was higher than the RSM rate. In 2023 the charter school's English Learner Progress Rate was higher than the RSM rate. However, in 2024 the charter school's English Learner Progress Rate was lower than the RSM rate for the English Learner and the Long-Term English Learner student groups.

Los Angeles Leadership Academy 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	96	High	64.6%	441	High	53.0%	Higher

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

Los Angeles Leadership Academy 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	77	Blue	71.4%	416	Orange	47.4%	Higher

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

Los Angeles Leadership Academy 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	68	Red	22.1%	354	Green	53.3%	Lower

Los Angeles Leadership Academy 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**
Long-Term English Learner	42	Red	26.2%	216	Green	60.6%	Lower

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

Long-Term English Learner (LTEL) RSM

As seen in the table above, the Long-Term English Learner student group performed below the RSM on the ELPI indicator. The Long-Term English Learner student group was not numerically significant on the ELA and Math indicators for the charter school in 2023-2024.

College/Career Indicator (CCI) RSM

The College/Career Academic Indicator was not reported on the 2022 Dashboard. As reflected in the tables below, in 2023 and 2024, Charter School's CCI was lower than RSM for All Students, and both numerically significant student groups.

Los Angeles Leadership Academy 2022-2023 College / Career Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Percentage of Prepared Students**	**Charter Status Level**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Percentage of Prepared Students**	**Resident Schools Median Status Level**	**Charter to Resident Schools Median Comparison**
All Students	**56**	**23.2%**	**Low**	**891**	**54.4%**	**Medium**	**Lower**
Latino	51	25.5%	Low	776	54%	Medium	Lower
Socioeconomically Disadvantaged	56	23.2%	Low	841	53.1%	Medium	Lower

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

Los Angeles Leadership Academy 2023-2024 College / Career Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of students**	**Charter Performance Level (color)**	**Charter Change Level**	**Resident Number of students**	**Resident Schools Median Color**	**Resident Median Percentage of prepared students**	**Charter to Resident Schools Median Comparison**
All Students	**46**	**Yellow**	**Increased**	**578**	**Green**	**57.8%**	**Lower**
Latino	45	Green	Increased	509	Yellow	55.4%	Lower
Socioeconomically Disadvantaged	46	Yellow	Increased	568	Green	57.5%	Lower

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

a. CAASPP Standards Exceeded and Standard Met Comparison Analysis

English Language Arts RSM

In 2023 and 2024, the review of the CAASPP Standard Exceeded and Standard Met Data for RSM indicates that Los Angeles Leadership Academy performed lower than the RSM for All Students, and for two of the three numerically significant student groups in ELA.

Los Angeles Leadership Academy English Language Arts/Literacy						
Student Group	**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**
All Students	**27.2**	**41.7**	**Lower**	**33.0**	**51.6**	**Lower**
Socioeconomically Disadvantaged	29.6	40.5	Lower	33.5	50.2	Lower
Latino	27.9	39.2	Lower	33.3	49.9	Lower
English Learner	10.0	0.0	Higher	9.6	4.6	Higher

Math RSM

In 2023, the review of the CAASPP Standard Exceeded and Standard Met Data for RSM, indicates that Los Angeles Leadership Academy performed lower than the RSM for All Students and all three numerically significant student groups in Math. In 2024, CAASPP Standard Exceeded and Standard Met Data for RSM indicates that Los Angeles Leadership Academy performed lower than the RSM for All Students, and for two of the three numerically significant student groups.

Los Angeles Leadership Academy Mathematics						
Student Group	**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**
All Students	**7.1**	**28.6**	**Lower**	**13.2**	**31.7**	**Lower**
Socioeconomically Disadvantaged	7.4	26.5	Lower	14.2	29.2	Lower
Latino	7.2	23.1	Lower	13.7	26.2	Lower

Los Angeles Leadership Academy Mathematics						
Student Group	**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**
English Learner	0.0	3.8	Lower	3.9	1.9	Higher

Graduation Rate RSM

As reflected in the tables below, in 2023 and 2024, Charter School's Graduation Rate was lower than RSM for All Students, and for both numerically significant student groups.

Los Angeles Leadership Academy 2022-2023 Graduation Rate Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of students**	**Charter Performance Level (color)**	**Charter Percentage of graduated students**	**Resident Number of students**	**Resident Schools Median Color**	**Resident Median Percentage of graduated students**	**Charter to Resident Schools Median Comparison**
All Students	**58**	**Green**	**87.9%**	**607**	**Blue**	**93.2%**	**Lower**
Latino	53	Green	88.7%	513	Blue	93.1%	Lower
Socioeconomically Disadvantaged	58	Green	87.9%	583	Green	93.1%	Lower

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

Los Angeles Leadership Academy 2023-2024 Graduation Rate Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of students**	**Charter Performance Level (color)**	**Charter Percentage of graduated students**	**Resident Number of students**	**Resident Schools Median Color**	**Resident Median Percentage of graduated students**	**Charter to Resident Schools Median Comparison**
All Students	**49**	**Yellow**	**87.8%**	**582**	**Green**	**93.7%**	**Lower**
Latino	47	Orange	87.2%	512	Green	94.4%	Lower
Socioeconomically Disadvantaged	49	Yellow	87.8%	572	Green	93.6%	Lower

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

B. <u>Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition (Ed. Code § 47605(c)(2)), as indicated by the following findings:</u>

a. Student Achievement and Educational Performance

Based on the record of performance for All Students and the school's numerically significant student groups, as presented above, and also as noted in the Annual Performance-Based Oversight Visit Report under Areas Noted for Further Growth and/or Improvement in 2021-2022, 2022-2023 and 2023-2024, Charter School performance in ELA and Math has been lower than the state average for All Students, and the majority of numerically significant student groups. The charter school's actions did not yield academic outcomes at a level equal to or higher than the state averages for All Students, and numerically significant student groups (e.g., Latino, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities). Notwithstanding increases in ELA and Math in 2024, the demonstrated student academic performance lower than the state for All Students, and the majority of numerically significant student groups for the last three academic years, as well as the school's lack of clear and convincing verified data results, the school is demonstrably unlikely to successfully implement the program.

b. Benchmarks

Los Angeles Leadership Academy has four (4) benchmarks related to academics and operations in its current term. The charter school met some of its benchmarks in some of the years during the last seven (7) years of the current charter term.

Benchmark 1: "Increase the number of students who successfully complete A-G requirements with C or better as measured by cohort graduation rates." The charter school met this benchmark in three (3) of the seven (7) years. To assess this benchmark, 4-year cohort graduation rates are compared to the prior year's data to determine if there was an increase or not, as seen in the table below. [Note: This benchmark was assigned based on the 2014-2015 graduation rate of 67.3%.]

Los Angeles Leadership Academy Cohort Graduation Rates

Base Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
15-16 73.1%	Met 16-17 88.5%	Not Met 17-18 84.9%	Met 18-19 87.2%	Not Met 19-20 80.0%	Not Met 20-21 71.4%	Not Met 21-22 68.1%	Met 22-23 87.5%

Source: Four-year cohort graduation rate report from Data Quest.

Benchmark 2: "Increase number of students including all significant subgroups meeting/exceeding standards in ELA and Math as measured by CAASPP (SBAC) Assessment." The charter school did not meet the benchmark in any of the years in which data was available. To assess this benchmark, the percentage of students meeting/exceeding standards on the prior two years of CAASPP assessments was compared to determine if the school increased number of students including all significant student groups meeting/exceeding standards in ELA and Math (e.g.,

for 2017-2018 data used to compare results were from 2015-2016 and 2016-2017 school years and documented in the 2017-2018 school year oversight report).

Los Angeles Leadership Academy Percentage of Meeting/Exceeding Standards in ELA and Math							
Term Year	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Comparison Years	2015-2016 to 2016-2017	2016-2017 to 2017-2018	2017-2018 to 2018-2019	2018-2019 to 2019-2020	2019-2020 to 2020-2021	2020-2021 to 2021-2022	2021-2022 to 2022-2023
ELA Schoolwide	Not Met Declined -3.09	Not Met Declined -13.44	Met Increased 6.44	Required data not available	Required data not available	Required data not available	Not Met Declined -1.94
ELA Student Groups Met	1 of 4	1 of 4	2 of 4	Required data not available	Required data not available	Required data not available	3 of 4
Math Schoolwide	Met Increased 4.56	Not Met Declined -5.70	Not Met Declined -0.71	Required data not available	Required data not available	Required data not available	Not Met Declined -2.04
Math Student Groups Met	2 of 4	2 of 4	0 of 4	Required data not available	Required data not available	Required data not available	1 of 4
Overall Benchmark	Not Met	Not Met	Not Met	Required data not available	Required data not available	Required data not available	Not Met

Data source: ETS website, Percent of Met/Exceeded.

Note: In 2019-2020 CAASPP testing was suspended as a result of COVID-19 and in 2020-2021 CAASPP testing varied due to COVID-19.

Benchmark 3, "Increase the number of English Learners demonstrating full English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the District Average." The charter school met this benchmark in one (1) of the years for which data was available. To assess this benchmark, the school's reclassification rate was compared to the District's average reclassification rate.

Los Angeles Leadership Academy English Learner Reclassification Rate							
Year	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
District Average	16.8%	20.3%	13.8%	6.9%	Not publicly available	Not publicly available	Not publicly available
Charter School	11.2% Not Met	19.6% Not Met	0.0% Not Met	7.9% Met	Not publicly available	Not publicly available	Not publicly available

Data source: ODA data set. Reclassification data was not published for the 2020-2021, 2021-2022, 2022-2023 school years.

Benchmark 4, "LALA will provide a description to the Charter Schools Division with annual verification of timely submission to CALPADS within 30 days of the reporting window for English Learner reclassification." The charter school met this benchmark in six (6) of the seven (7) years. The school did not meet this benchmark in 2019-2020 due to submission errors.

Overall, the charter school did not meet three (3) of the four (4) benchmarks in the majority of years.

c. Enrollment Concerns

In addition to the academic data concerns noted above, Charter School is significantly underenrolled. Charter School has shown steadily declining enrollment for each year in the current term (and for several years prior). Charter School attributed declining enrollment as a contributing factor to substantial net losses of ($186,268), ($894,110), ($125,085), and ($817,668) for Fiscal Years 2019-2020 and 2021-2022 through 2023-2024, respectively. This pattern of deficit spending is depleting its financial reserves and could result in fiscal insolvency should the trend continue. Although Charter School has maintained positive net assets and met all the financial ratios above the District-recommended levels over the most current four audited years, District staff noted concerns regarding Los Angeles Leadership Academy's declining student enrollment in the Annual Performance-Based Oversight Visit Report at least for the past five years. In response, Charter School stated that they have increased outreach and recruitment efforts, and expanded marketing initiatives within the surrounding community. However, Charter School reported 324 students for Fiscal Year 2024-2025, reflecting a cumulative enrollment decline of about 40% since Fiscal Year 2014-2015. Los Angeles Leadership Academy's continued declining student enrollment, and Charter School's overall academic performance, raises concerns about Charter School's ability to successfully implement the educational program described in its charter to increase student achievement.

IV. RECOMMENDATION

Based on the foregoing, staff recommends that the LAUSD Board of Education deny the renewal petition of LALA. 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 as demonstrated by Charter School's failure to meet sufficient academic progress, 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, subd. (c); Ed. Code, §47607.2, subd. (b)(6).) Should the LAUSD Board decide to deny Charter School's renewal petition, District staff recommends that the Board adopt these *Findings*

of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy as the Board's written findings of fact in support of the denial.

Exhibits available for perusal at the following link:
https://drive.google.com/drive/folders/1MkK3SvrQr5aNn0VVTt_6HALbBRMhAnW6?usp=sharing

Return to Order of Business

TAB 23

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-159-24/25, **Version:** 1

Approval of the Proposed Material Revision for Alliance Judy Ivie Burton Technology Academy High
January 14, 2025
Charter Schools Division

Action Proposed:
Approve the material revision of the charter for Alliance Judy Ivie Burton Technology Academy High ("Charter School"), to add an additional site within the community, as defined in the LAUSD Policy and Procedures for Charter Schools. The proposed site is located at 10025 S. Broadway, Los Angeles, CA 90003 in Board District 7 and Region South. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance Judy Ivie Burton Technology Academy High is a 9-12 high school currently serving 618 students on a private facility at 10101 S. Broadway, Los Angeles, CA, 90003 in Board District 7 and Region South. Alliance Judy Ivie Burton Technology Academy High was approved by the LAUSD Board of Education on April 12, 2005. On September 24, 2019, the charter school was renewed for another five-year term to serve up to 600 students in grades 9-12.

On September 17, 2024, the Charter Schools Division commenced processing of Alliance Judy Ivie Burton Technology Academy High's complete material revision. Alliance Judy Ivie Burton Technology Academy High seeks to revise its current charter, which expires June 30, 2028.

Based on a comprehensive review of the material revision application and supporting documentation, staff has determined that the charter school has met the standards and criteria set forth in Education Code section 47605 (see Ed. Code, §47607(b)) and therefore recommends approval of the material revision of the charter.

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

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the material revision of the charter, Charter School would continue to operate as a charter school, as amended, for the remainder of the charter term.

"No" - If the Board does not adopt the recommendation of approval of the material revision of the charter, and instead takes specific action to deny the proposed material revision of the charter, Charter School would continue to operate under the terms of its current charter consistently with the Board's action and direction.

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

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

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

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

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

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

Equity Impact:
Not applicable

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance Judy Ivie Burton Technology Academy High Data Set
Attachment C - Material Revision

Budget will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1jO2Iaf5ka573UzHD3G5mq3sCAPIhGtMv?usp=sharing>

Informatives:
Not applicable

Submitted:
12/10/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

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ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
REQUEST FOR MATERIAL REVISION OF CHARTER

Board of Education Report 159-24/25
January 14, 2025

School Name:	**Alliance Judy Ivie Burton Technology Academy High**		
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**8646**		
Type of Site(s):	**Private**		
Site Address(es):	**10101 S. Broadway, Los Angeles, CA 90003**		
Board District(s):	**7**	Region(s):	**South**
Grade Levels Served:	**9-12**	Current Enrollment:	**618**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**600**
CONSIDERATION:	**Material Revision to add an additional site**		
CDE PERFORMANCE LEVEL: (PER CDE'S 2024 CLASSIFICATION)	**Middle Performing**		
CURRENT CHARTER TERM	**2020-2028**		
STAFF RECOMMENDATION:	**Approval**		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the proposed material revision of the charter for Alliance Judy Ivie Burton Technology Academy High ("Burton Tech" or "Charter School"), a 9-12 high school located in Board District 7 and Region South, to add an additional site within the community, as defined in the *LAUSD Policy and Procedures for Charter Schools*. The proposed additional site is located at 10025 S. Broadway, Los Angeles, CA 90003, in Board District 7 and Region South.

Alliance College-Ready Public Schools, the California nonprofit public benefit corporation that holds the charter under the ultimate direction of the board of directors, seeks to utilize the proposed additional site for classroom instruction and office space.

II. STANDARDS AND CRITERIA FOR MATERIAL REVISIONS

Material revisions are governed by the same standards and criteria that apply to new petitions (See Ed. Code, §§47605 and 47607). If the material revision contains a request to expand to one or more additional sites, or to add grade levels, staff must also determine whether the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (See Ed. Code, § 47605(c)(7); Ed. Code, § 47607(a)(3) and (4)), and whether LAUSD is positioned to absorb the fiscal impact of the charter school expansion. (See Ed. Code, § 47605(c)(8); Ed. Code § 47607(a)(3) and (4).) Based on a comprehensive review of the material revision application, staff has determined that the charter school has met the standards

and criteria for approval [described in Education Code section 47605] or were determined not to be a basis for denial of the material revision application. Staff analysis includes the following:

- Does the petition, as revised, include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?
  These criteria have been determined not to be bases for denial.

- 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.

- Is the proposed charter school demonstrably likely to serve the interests of the entire community in which the school is proposing to locate? (Ed. Code, § 47605(c)(7).)
  Not Applicable

- Is the school district positioned to absorb the fiscal impact of the proposed charter school? (Ed. Code, § 47605(c)(8).)
  Not Applicable

III. GENERAL SCHOOL INFORMATION

A. Charter Details

	Alliance Judy Ivie Burton Technology Academy High
Initial Authorization:	On April 12, 2005, Alliance Judy Ivie Burton Technology Academy High (formerly named Alliance Heritage College-Ready High; formerly named Heritage College-Ready High) was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12.
Most Recent Renewal	The charter was renewed on September 24, 2019 for a five-year term (July 1, 2020- June 30, 2025) to serve up to 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Judy Ivie Burton Technology Academy High expires June 30, 2028.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on September 28, 2021, to add an admissions preference.
Board Benchmarks in Current Charter Term:	Not Applicable

	Alliance Judy Ivie Burton Technology Academy High
Material Revision Application:	The processing of Alliance Judy Ivie Burton Technology Academy High complete material revision application commenced on September 17, 2024. Pursuant to the *LAUSD Policy and Procedures for Charter Schools*, the 120-day timeline (for presenting the material revision once processing commences) runs through January 14, 2025.
Master Plan for English Learners and Standard English Learners:	Alliance Judy Ivie Burton Technology Academy High implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance Judy Ivie Burton Technology Academy High participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance Judy Ivie Burton Technology Academy High is operated by Alliance College-Ready Public Schools, a California nonprofit public benefit corporation that also operates 22 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Alliance Judy Ivie Burton Technology Academy High has been identified by the state as a Middle performing charter school. Please see discussion of the charter school's record of academic performance below.

Please see the attached *Alliance Judy Ivie Burton Technology Academy High* Data Set.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels 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.

Alliance Judy Ivie Burton Technology Academy High Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Medium	Medium	Low	Not available	Not applicable	Very High	Low
2022-2023	Green	Green	Red	High	Not applicable	Blue	Yellow
2023-2024	Blue	Yellow	Yellow	Green	Not applicable	Blue	Blue

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

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and higher than the state for both numerically significant student groups. In 2023 in ELA, the charter school's DFS was higher than the state for All Students, and higher than the state for both numerically significant student groups. In 2024 in ELA,

the charter school's DFS was higher than the state for All Students, and higher than the state for both numerically significant student groups.

Alliance Judy Ivie Burton Technology Academy High - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Medium**	**23.5**	**Low**	**-12.2**	**Higher**
Latino	Met	Medium	23.0	Low	-38.6	Higher
Socioeconomically Disadvantaged	Met	Medium	22.6	Low	-41.4	Higher

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

Alliance Judy Ivie Burton Technology Academy High - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Green**	**29.6**	**6.1**	**Orange**	**-13.6**	**Higher**
Latino	Met	Green	29.8	6.8	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Green	29.7	7.1	Orange	-42.6	Higher

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

Alliance Judy Ivie Burton Technology Academy High - 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**	**Blue**	**49.2**	**19.6**	**Orange**	**-13.2**	**Higher**
Latino	Met	Blue	49.6	19.8	Orange	-39.3	Higher
Socioeconomically Disadvantaged	Met	Blue	48.3	18.6	Orange	-40.9	Higher

Data Source: CA School Dashboard

d. Math Indicator

In 2022 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for both numerically significant student groups. In 2023 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for both numerically significant student groups. In 2024 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for both numerically significant student groups.

Alliance Judy Ivie Burton Technology Academy High - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Medium**	**-53.7**	**Low**	**-51.7**	**Lower**
Latino	Met	Medium	-52.0	Low	-83.4	Higher
Socioeconomically Disadvantaged	Met	Medium	-52.5	Low	-84.0	Higher

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

Alliance Judy Ivie Burton Technology Academy High - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Green**	**-29.8**	**23.9**	**Orange**	**-49.1**	**Higher**
Latino	Met	Green	-29.4	22.6	Orange	-80.8	Higher
Socioeconomically Disadvantaged	Met	Green	-28.1	24.4	Yellow	-80.8	Higher

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

Alliance Judy Ivie Burton Technology Academy High - 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**	**Yellow**	**-29.0**	**0.9**	**Orange**	**-47.6**	**Higher**
Latino	Met	Yellow	-28.9	0.5	Orange	-79.2	Higher
Socioeconomically Disadvantaged	Met	Yellow	-29.6	-1.5	Orange	-78.2	Higher

Data Sources: CA School Dashboard

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Low was lower than the state's Status Level of Medium. However, the charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Red was lower than the state's color of Yellow. The charter school's English Learner Progress Rate was lower than the state's rate. In 2024 on the ELPI, the charter school's performance color of Yellow was higher than the state's color of Orange. However, the charter school's English Learner Progress Rate was lower than the state's rate.

In order to improve English Learner students' progress towards English language proficiency, school leaders report taking actions including, but not limited to, hiring additional staff to lead the school's Language Appraisal Team (LAT), updating professional development offerings, and working with Alliance home office staff for additional supports.

Alliance Judy Ivie Burton Technology Academy High - 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	Not Met	Low	53.5%	Medium	50.3%	Higher

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

Alliance Judy Ivie Burton Technology Academy High - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	31.1%	-21.7%	Yellow	48.7%	Lower

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

Alliance Judy Ivie Burton Technology Academy High - 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	---	Yellow	43.2%	12.1%	Orange	45.7%	Lower
Long-Term English Learner	---	Green	47.2%	15.5%	Orange	45.8%	Higher

Data Sources: CA School Dashboard
--- As of the writing of this report, the 2024 Dashboard Participation Rate has not been publicly released

f. College/Career Indicator

The College/Career Academic Indicator was not reported on the 2022 Dashboard. In 2023, the charter school's Status Level of High for All Students was higher than the state's Status Level of Medium. The charter school's percentage of students prepared was higher than the state for both numerically significant student groups. In 2024, the charter school's performance color of Green for All Students was higher than the state's performance color of Yellow. The charter school's percentage of students prepared was higher than the state for both numerically significant student groups.

Alliance Judy Ivie Burton Technology Academy High - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**High**	**57.6%**	**Medium**	**43.9%**	**Higher**
Latino	High	57.6%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	High	57.6%	Medium	35.4%	Higher

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

Alliance Judy Ivie Burton Technology Academy High - College/Career Indicator - 2023-2024

Student Group	Charter Color	Charter Prepared	State Color	State Prepared	Charter to State Comparison
All Students	**Green**	**62.9%**	**Yellow**	**45.3%**	**Higher**
Latino	Green	63.6%	Yellow	37.4%	Higher
Socioeconomically Disadvantaged	Green	62.7%	Yellow	37.4%	Higher

Data Sources: CA School Dashboard

g. Chronic Absenteeism Indicator

Not applicable

h. Graduation Indicator [HS only]

In 2022, 2023, and 2024, the charter school's percentage of students graduated was higher than the state for All Students, and for all numerically significant student groups. Burton Tech students must meet A-G requirements with a grade of "C" or better to graduate.

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 2024.

k. Reclassification Rates

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

l. Internal Assessment Data

Charter School did not provide internal assessment data for consideration.

m. Additional Information

Alliance Judy Ivie Burton Technology Academy High teachers are represented by United Teachers Los Angeles.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT 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 Alliance Judy Ivie Burton Technology Academy High's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	*Developing*
2023-2024	*Developing*
Concerns	The rating of *Developing* in 2022-2023 was a result of Alliance College-Ready Public Schools' failure to conduct child abuse-mandated reporter training for two non-school-based staff members within the requisite timelines pursuant to applicable law. The rating of *Developing* in 2023-2024 was a result of one (1) teacher being assigned to teach a course for which they did not have an appropriate credential, which was subsequently addressed.

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance Judy Ivie Burton Technology Academy High's fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	$8,608,966	$10,495,447	$12,002,054	$14,698,085	$15,276,867
Net Income/Loss	$822,000	$1,884,020	$1,506,607	$2,696,031	$578,782
Transfers In/Out	($1,177)[1]	$2,461[2]	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment[3]	602	613	624	606	609

[1]The outbound money transfer of $1,177 during Fiscal Year 2019-2020 consists of grant revenues received through the California Clean Energy Jobs Act (Proposition 39). The adjustment is to recognize 2019-2020 liability due for repayment of Proposition 39 grant revenue that would be returned. This liability was listed as a "Repayment of Grant Advance" in the 2019-2020 independent audit.

[2]The inbound money transfer of $2,461 during Fiscal Year 2020-2021 consisted of an adjustment for the remaining child nutrition fund balances held by the closed schools of Alliance Baxter College-Ready High and Alliance College-Ready Middle Academy 5 which were transferred to the remaining ACRPS schools.

[3]The Norm Enrollment reported by Alliance Judy Ivie Burton Technology Academy High for Fiscal Year 2024-2025 is 618. CSD staff will continue to monitor Alliance Judy Ivie Burton Technology Academy High's enrollment in accordance with established procedures and will take appropriate actions to ensure Charter School's alignment with the approved capacity.

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

c. Other Significant Fiscal Information
Alliance Judy Ivie Burton Technology Academy High's submitted budget and cash flow projections account for the costs associated with the proposed facility. Despite these expenditures, the school projects positive net operational results, positive net assets, and cash reserve levels above the recommended 5% minimum for the remaining years of the current charter term (Fiscal Years 2025-2026 through 2027-2028).

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

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
23	23	$227,266,280	$29,991,297	$62,148,170	$11,189,771

Alliance Judy Ivie Burton Technology Academy High

Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
S	7	8646	Alliance Judy Ivie Burton Technology Academy High	All Students	146	23.5	Medium	-12.2	Low	Higher	150	Green	29.6	6.1	Increased	Orange	-13.6	-1.4	Maintained	Higher
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	0	--	--	63	Very High	--	0	--	--	--	--	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2	Maintained	--
				English Learner	25	-68.4	No Performance Level	-61.2	Low	--	27	No Color	-82.8	-14.4	Declined	Orange	-67.7	-6.5	Declined	--
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	0	--	--	-85.6	Very Low	--	0	--	--	--	--	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	141	23.0	Medium	-38.6	Low	Higher	148	Green	29.8	6.8	Increased	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	144	22.6	Medium	-41.4	Low	Higher	145	Green	29.7	7.1	Increased	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	14	-101.4	No Performance Level	-97.3	Very Low	--	21	No Color	-95.8	5.6	Increased	Red	-96.3	1.8	Maintained	--
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	21.9	High	--	0	--	--	--	--	Green	20.8	-1.2	Maintained	--

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

ELA Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	97%	--	--	100%	96%	--	--	80%	98%	--	97%	100%	--	75%
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	--	No	Yes	--	Yes	Yes	--	No
Percent of students tested in 2023	100%	--	--	100%	100%	--	--	100%	100%	--	100%	100%	--	--
Participation Rate Met 2023	Yes	--	--	Yes	Yes	--	--	Yes	Yes	--	Yes	Yes	--	--

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

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

Data Sources: California School Dashboard Research data files 2023

Alliance Judy Ivie Burton Technology Academy High

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.
Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
S	7	8646	Alliance Judy Ivie Burton Technology Academy High	All Students	146	-53.7	Medium	-51.7	Low	Lower	150	Green	-29.8	23.9	Increased Significantly	Orange	-49.1	2.6	Maintained	Higher
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	0	--	--	48.4	Very High	--	0	--	--	--	--	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	25	-135.0	No Performance Level	-92.0	Low	--	27	No Color	-138.0	-3.0	Declined	Orange	-93.4	-1.4	Maintained	--
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	0	--	--	-126.3	Very Low	--	0	--	--	--	--	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	141	-52.0	Medium	-83.4	Low	Higher	148	Green	-29.4	22.6	Increased Significantly	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	144	-52.5	Medium	-84.0	Low	Higher	145	Green	-28.1	24.4	Increased Significantly	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	14	-148.9	No Performance Level	-130.8	Very Low	--	21	No Color	-132.0	16.8	Increased Significantly	Orange	-127.3	5.5	Increased	--
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-13.4	Medium	--	0	--	--	--	--	Yellow	-11.1	2.3	Maintained	--

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

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	97%	--	--	100%	96%	--	--	80%	98%	--	97%	100%	--	75%
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	--	No	Yes	--	Yes	Yes	--	No
Percent of students tested in 2023	100%	--	--	100%	100%	--	--	100%	100%	--	100%	100%	--	--
Participation Rate Met 2023	Yes	--	--	Yes	Yes	--	--	Yes	Yes	--	Yes	Yes	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files 2023

Alliance Judy Ivie Burton Technology Academy High

English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator - CA School Dashboard Indicator

					2022 School			2022 State			2023 School					2023 State				
RG	BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
S	7	8646	Alliance Judy Ivie Burton Technology Academy High	English Learner	71	53.5%	Low	50.3%	Medium	Higher	74	Red	31.1%	-21.7%	Declined Significantly	Yellow	48.7%	-1.6%	Maintained	Lower

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

ELPAC Participation

Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation Rate Met
2022	75	71	94.7%	No
2023	75	75	100.0%	Yes

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

2022 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
Alliance Judy Ivie Burton Technology Academy High		State
ELs Who Progressed at Least One ELPI Level	49.3%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	36.6%	31.4%
ELs Who Decreased at Least One ELPI Level	9.9%	18.3%

2023 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
Alliance Judy Ivie Burton Technology Academy High		State
ELs Who Progressed at Least One ELPI Level	31.1%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	41.9%	32.7%
ELs Who Decreased at Least One ELPI Level	27.0%	18.6%

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

Data Sources: California School Dashboard Research data files 2023

Alliance Judy Ivie Burton Technology Academy High

Academic Performance - College / Career

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

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

College / Career Academic Indicator - CA School Dashboard Indicator

RG	BD	Loc Code	School	Student Group	Number of Students with Scores	School 2023 percentage of prepared students	School 2023 Status Level	State 2023 percentage of prepared students	State 2023 Status Level	School to State CCI Comparison
S	7	8646	Alliance Judy Ivie Burton Technology Academy High	All Students	144	57.6%	High	43.9%	Medium	Higher
				American Indian or Alaska Native	0	--	--	26.5%	Low	--
				Asian	0	--	--	75.8%	Very High	--
				Black or African American	*	--	No Status Level	25.1%	Low	--
				English Learner	17	11.8%	Low	15.3%	Low	--
				Filipino	0	--	--	65.2%	High	--
				Foster Youth	*	--	No Status Level	11.6%	Low	--
				Homeless Youth	*	--	No Status Level	20.4%	Low	--
				Latino	139	57.6%	High	35.5%	Medium	Higher
				Native Hawaiian or Pacific Islander	0	--	--	33.1%	Low	--
				Socioeconomically Disadvantaged	144	57.6%	High	35.4%	Medium	Higher
				Students with Disabilities	14	14.3%	Low	12.3%	Low	--
				Two or More Races	0	--	--	52.9%	Medium	--
				White	*	--	No Status Level	53.2%	Medium	--

Data Sources: California School Dashboard Research data files 2023.

Alliance Judy Ivie Burton Technology Academy High

Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
S	7	8646	Alliance Judy Ivie Burton Technology Academy High	All Students	648	0.8%	Low	3.1%	Medium	Lower	629	Yellow	1.3%	0.5%	Increased	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	*	--	No Performance Level	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	18	5.6%	No Performance Level	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	84	0.0%	Very Low	3.2%	Medium	Lower	91	Yellow	1.1%	1.1%	Increased	Orange	3.7%	0.5%	Increased	Lower
				Filipino	0	--	--	1.2%	Low	--	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	11	0.0%	No Performance Level	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	620	0.6%	Low	3.3%	Medium	Lower	613	Yellow	1.1%	0.5%	Increased	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	632	0.6%	Low	4.0%	Medium	Lower	615	Yellow	1.3%	0.7%	Increased	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	68	0.0%	Very Low	5.4%	High	Lower	79	Blue	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Alliance Judy Ivie Burton Technology Academy High

Graduation Rate Indicator

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

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

Graduation Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of graduated students	School 2022 Status Level	State 2022 Percentage of graduated students	State 2022 Status Level	School to State Graduated Students Comparison	Number of Students	School 2023 Performance Level (color)	School 2023 Percentage of graduated students	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Percentage of graduated students	State 2023 Change	State 2023 Change Level	School to State Graduated Students Comparison
S	7	8646	Alliance Judy Ivie Burton Technology Academy High	All Students	150	98.0%	Very High	87.4%	Medium	Higher	145	Blue	97.9%	-0.1%	Maintained	Orange	86.4%	1.0%	Declined	Higher
				American Indian or Alaska Native	*	--	No Performance Level	79.6%	Low	--	0	--	--	--	--	Orange	79.6%	-0.1%	Maintained	--
				Asian	0	--	--	95.2%	Very High	--	0	--	--	--	--	Green	94.5%	-0.7%	Maintained	--
				Black or African American	*	--	No Performance Level	79.5%	Low	--	*	No Color	--	--	No Change Level	Orange	78.5%	1.0%	Declined	--
				English Learner	27	96.3%	No Performance Level	73.3%	Low	--	18	No Color	88.9%	-7.4%	Declined Significantly	Orange	73.5%	0.2%	Maintained	--
				Filipino	0	--	--	95.5%	Very High	--	0	--	--	--	--	Green	94.7%	-0.8%	Maintained	--
				Foster Youth	0	--	--	64.1%	Very Low	--	*	No Color	--	--	No Change Level	Red	63.2%	-0.8%	Maintained	--
				Homeless Youth	*	--	No Performance Level	74.4%	Low	--	*	No Color	--	--	No Change Level	Orange	73.7%	-0.7%	Maintained	--
				Latino	140	97.9%	Very High	85.3%	Medium	Higher	140	Blue	97.9%	0.0%	Maintained	Orange	84.2%	1.0%	Declined	Higher
				Native Hawaiian or Pacific Islander	0	--	--	85.2%	Medium	--	0	--	--	--	--	Yellow	84.6%	-0.7%	Maintained	--
				Socioeconomically Disadvantaged	150	98.0%	Very High	85.1%	Medium	Higher	145	Blue	97.9%	-0.1%	Maintained	Orange	83.7%	1.4%	Declined	Higher
				Students with Disabilities	19	89.5%	Medium	75.2%	Low	--	15	No Color	93.3%	3.9%	Increased	Orange	72.7%	2.5%	Declined	--
				Two or More Races	0	--	--	89.6%	Medium	--	0	--	--	--	--	Orange	88.6%	1.0%	Declined	--
				White	0	--	--	90.8%	High	--	*	No Color	--	--	No Change Level	Orange	89.8%	1.0%	Declined	--

Data Sources: California School Dashboard Research data files 2023

Alliance Judy Ivie Burton Technology Academy High

Enrollment Report

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

2023-2024 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	7	8646	Alliance Judy Ivie Burton Technology Academy High	605	96.2%	18.0%	0.0%	0.0%	1.8%	14.0%	0.0%	0.7%	1.5%	97.7%	0.0%	0.0%	0.2%	97.2%	13.2%	0.0%	0.3%
			Statewide	5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
			Los Angeles Unified	529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	7	8646	Alliance Judy Ivie Burton Technology Academy High	608	98.0%	23.2%	0.0%	0.0%	1.5%	12.7%	0.0%	0.2%	1.5%	97.4%	0.0%	0.0%	0.5%	98.0%	11.7%	0.0%	0.7%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

Alliance Judy Ivie Burton Technology Academy High

RECLASSIFICATION RATES

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

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
S	7	8646	Alliance Judy Ivie Burton Technology Academy High	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Langauge Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

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

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

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

Alliance Judy Ivie Burton Technology Academy High

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

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

					2022-2023				2023-2024			
RG	BD	Loc Code	School	English Learners	School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
S	7	8646	Alliance Judy Ivie Burton Technology Academy High	LTEL 6+ Years	43	9.4%	226,535	11.1%	57	12.9%	211,218	18.1%
				At-Risk 4-5 Years	5	1.1%	144,190	7.1%	4	0.9%	136,190	9.6%
				EL 0-3 Years	2	0.4%	505,487	24.8%	3	0.7%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	27	5.9%	236,323	11.6%	21	4.7%	207,773	10.4%
				EL total	77	16.8%	1,112,535	54.5%	85	19.2%	1,074,833	53.8%
				RFEP	380	83.2%	927,723	45.5%	358	80.8%	924,460	46.2%
				Total (Ever)	457	100.0%	2,040,258	100.0%	443	100.0%	1,999,293	100.0%

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

Alliance Judy Ivie Burton Technology Academy High

Students with Disabilities Report

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

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	7	8646	Alliance Judy Ivie Burton Technology Academy High	605	80	13.2%
			Statewide	5,837,690	799,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	7	8646	Alliance Judy Ivie Burton Technology Academy High	608	71	11.7%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	7	8646	Alliance Judy Ivie Burton Technology Academy High	85.0%	15.0%	9	0	0	0	0	2	0	0	18	1	48	2	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	7	8646	Alliance Judy Ivie Burton Technology Academy High	85.9%	14.1%	6	0	0	0	0	2	1	0	14	1	45	2	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

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

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

Alliance Judy Ivie Burton Technology Academy High

Alliance Judy Ivie Burton Technology Academy High - 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**	**Blue**	**49.2**	**19.6**	**Orange**	**-13.2**	**Higher**
Latino	Met	Blue	49.6	19.8	Orange	-39.3	Higher
Socioeconomically Disadvantaged	Met	Blue	48.3	18.6	Orange	-40.9	Higher

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

Alliance Judy Ivie Burton Technology Academy High - 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**	**Yellow**	**-29.0**	**0.9**	**Orange**	**-47.6**	**Higher**
Latino	Met	Yellow	-28.9	0.5	Orange	-79.2	Higher
Socioeconomically Disadvantaged	Met	Yellow	-29.6	-1.5	Orange	-78.2	Higher

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

ATTACHMENT C

MATERIAL REVISION TO CHARTER OF ALLIANCE JUDY IVIE BURTON TECHNOLOGY ACADEMY

This Material Revision to the Charter of Alliance Judy Ivie Burton Technology Academy ("Material Revision") is made between the Los Angeles Unified School District ("District" or "LAUSD"), a California public school district, and Alliance College-Ready Public Schools ("ACRPS"), a California non-profit public benefit corporation, operating a California public charter school known as Alliance Judy Ivie Burton Technology Academy ("Charter School" and/or "Alliance Burton Tech."). District and ACRPS are also referred to individually as "Party," and collectively as "Parties."

This Material Revision is to be read in conjunction with and shall expressly revise the charter of Alliance Burton Tech. which was originally authorized by the LAUSD Board of Education ("Board of Education") on **April 12, 2005** and last renewed on September 24, 2019 for a five-year term, from 2020 to 2025 ("Charter") and was set to expire on June 30, 2025. However, Education Code section 47607.4 provides that 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 Charter School expires on **June 30, 2028.**

The effective date of this Material Revision is the date of approval by the Board of Education and shall be implemented starting in the 2025-26 academic school year. This Material Revision is based upon the following factual recitals:

RECITALS

A. **WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, Education Code sections 47600 et seq;

B. **WHEREAS**, as set forth in Education Code section 47607, material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed;

C. **WHEREAS**, the District's Charter Schools Division ("CSD") must determine whether the Charter, as materially revised, would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented;

D. **WHEREAS**, a material revision includes, but is not necessarily limited to, any change that would significantly alter a charter school's mission, vision, educational philosophy, educational program, governance, or organizational structure;

E. **WHEREAS**, as set forth in the Charter, Alliance Burton Tech. is currently approved to serve 600 students in grades 9-12, and has been operating from a private facility located at 10101 South Broadway, Los Angeles, CA 90003;

A. **WHEREAS**, the Charter School's governing board convened a meeting on September 11, 2024 during which it approved a Board Resolution IV-M ("Resolution") proposing to materially revise the Charter to reflect an additional private site for the Charter School located at 10025 South Broadway, Los Angeles, CA 90003, ("Expansion Space"). The Resolution is attached herewith as **Attachment A** and part of this Material Revision;

B. **WHEREAS**, in the correspondence submitted to the District on or about September 5, 2024 ("September 2024 Correspondence") in support of this Material Revision, "[o]n November 6, 2020, Alliance purchased property located approximately 210 feet from the Charter School's 10101 South Broadway location, at 10025 South Broadway, Los Angeles, CA 90003, title to which is held by Alliance, and which real property is designated as Assessor's Parcel Number 6053 - 023 - 006 [Expansion Space]. The Expansion Space will house six additional classrooms, office space, and open activity space." The September 2024 Correspondence is attached herewith as **Attachment B** and part of this Material Revision;

C. **WHEREAS**, in the September 2024 Correspondence, ACRPS states that: "[o]n June 14, 2024, the Los Angeles Department of Building and Safety issued a building permit for the Expansion Space. In June 2024, Alliance commenced construction and expects to complete construction on the Expansion Space in Spring 2025 in time for the 2025-26 school year." The City of Los Angeles - Department of Building and Safety Application for Building Permit ("Application for Building Permit") is attached herewith as **Attachment C** and part of this Material Revision;

D. **WHEREAS**, charter schools occupying non-LAUSD facilities must, prior to use, provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency allowing the charter school to use and occupy the site as a charter school for its intended purpose (i.e., applicable grade levels). Charter schools are responsible for ensuring compliance with all applicable building codes, standards, and regulations adopted by the city and/or county agencies with jurisdiction to enforce building and safety standards for the school site, as well as federal and state accessibility requirements, and all other applicable fire, health, and structural safety and access requirements;

E. **WHEREAS**, the District considers a charter school's expansion to one or more additional sites as constituting a material revision pursuant to California law and *LAUSD Policy and Procedures for Charter Schools* ("LAUSD Policy"); and

F. **WHEREAS**, the Parties agree to materially revise the Charter to reflect the changes above, LAUSD Policy and applicable state and federal laws;

NOW, THEREFORE, in consideration of the following terms and conditions, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

MATERIAL REVISION

1. The Parties incorporate the above Recitals as if fully restated in this Material Revision.

2. **Charter School location:** The Charter shall be revised to reflect that the locations for the Charter School are as follows:

- 10101 South Broadway, Los Angeles, CA 90003, and
- 10025 South Broadway, Los Angeles, CA 90003.

3. **Budget**: All prior budgets and cash flow projections submitted for the Charter School shall be replaced by the Charter School's revised budget(s), financial and cash flow projections incorporated and attached herewith as **Attachment D** and incorporated by reference and part of this Material Revision.

4. **Updated District Required Language**: The Charter shall be revised to update and incorporate the Board of Education approved "Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions updated August 11, 2020", attached herewith as **Attachment E** and incorporated by reference as part of this Material Revision.

5. The Charter School warrants that it is operated by a non-profit corporation in good standing in the State of California.

6. All other provisions set forth in the Charter shall remain in effect and enforceable.

7. The Parties agree that should any of the provisions of this Material Revision be judicially determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

8. The Parties agree to cooperate fully in the execution of any and all other documents and/or additional actions necessary and/or appropriate to give full force and effect to the terms, provisions, and intent of this Material Revision.

9. The individuals signing this Material Revision warrant that they are authorized to do so, and further, that they are authorized to make the promises in this Material Revision on behalf of the respective Parties.

IN WITNESS WHEREOF, the Parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

DATED: December_____, 2024 ALLIANCE COLLEGE-READY PUBLIC SCHOOLS

By: _____

Title: _____

Authorized Representative of Alliance College-Ready Public Schools

DATED: December_____, 2024 LOS ANGELES UNIFIED SCHOOL DISTRICT

By: _____

Title: _____
Authorized Representative of Los Angeles Unified School District

Attachments:

- **A.** ACRPS Board Resolution
- **B.** ACRPS September 2024 Correspondence
- **C.** Application for Building Permit
- **D.** Updated Alliance Burton Tech Budget, Financial, and Cash Flow Projections.
- **E.** Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions updated August 11, 2020.

RESOLUTION OF THE BOARD OF DIRECTORS
ALLIANCE COLLEGE-READY PUBLIC SCHOOLS
A California Public Benefit Corporation
Board Resolution IV-M

APPROVING SUBMISSION OF CHARTER MATERIAL REVISION

WHEREAS, the Board of Directors (the "Board") of Alliance College-Ready Public Schools ("Alliance"), a nonprofit public benefit corporation operating public charter schools, and which operates Alliance Judy Ivie Burton Technology Academy High School ("Burton" or the "Charter School"), finds it in the best interest of the Charter School and in furtherance of its educational and public purposes to submit a material revision of the Burton charter as authorized by the Los Angeles Unified School District (the "District") and provided for in Education Code Section 47607; and

WHEREAS, all Burton students, grades 6-12, currently attend school in the facilities located at 10101 South Broadway, Los Angeles, CA 90003;

WHEREAS, Alliance purchased property located approximately 210 feet from the Charter School's 10101 South Broadway location, at 10025 South Broadway, Los Angeles, CA 90003, title to which is held by Alliance, and which real property is designated as Assessor's Parcel Number 6053-023-006 (the "Expansion Space");

WHEREAS, the Los Angeles Department of Building and Safety issued a building permit for the Expansion Space on June 14, 2024, thereby allowing the Charter School to build a two-story building housing six additional classrooms, office space, and open activity space for use by the Charter School;

WHEREAS, Alliance had not previously considered the purchase and planned use of the Expansion Space as a new or additional location for purposes of the Charter Schools Act requirement for material revisions;

WHEREAS, the District emailed Alliance on May 29, 2024, regarding the Charter School's planned use of the Expansion Space;

WHEREAS, the District has determined that it will require the Charter School to request a material revision in order for the District to authorize its use of this space;

WHEREAS, although it does not appear that this space triggers the statutory requirements for a material revision, the Board nevertheless desires to conform to the District's requirements.

NOW THEREFORE, BE IT RESOLVED, that Alliance shall prepare a material revision of the Burton charter for submission to the District, as follows:

1. The Board authorizes and directs the Chief Executive Officer ("CEO") or his designee to prepare and sign the request for a material revision, execute the amendment document, and otherwise act on behalf of Alliance with respect to the material revision application process, and carry out all activities deemed necessary or desirable in that regard.

2. The request for material revision shall update the Burton charter to include an Appendix entitled "School Facilities," identifying and describing the Expansion Space as an additional space to be used by the Charter School, which is the complete nature and scope of the revision.

SECRETARY'S CERTIFICATE

I, Virgil Roberts, Secretary of the Board of Directors of Alliance College-Ready Public Schools, a California nonprofit public benefit corporation, County of Los Angeles, California, hereby certify as follows:

The attached is a full, true, and correct copy of a resolution duly adopted at a meeting of the Board of Directors, which was duly and regularly held on the 11th day of September, 2024, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolution was adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this _____ day of _____, 2024.

_____
Secretary of the Board of Directors of
Alliance College-Ready Public Schools

ATTACHMENT B

September 5, 2024

Via Email
jose.cole-gutierrez@lausd.net

José Cole-Gutiérrez, Director
Charter Schools Division
Los Angeles Unified School District
333. S. Beaudry Ave., 20th Floor
Los Angeles, CA 90017

RE: Request for Material Revision of Alliance Judy Ivie Burton Technology Academy High School Charter Petition

Dear Director Cole-Gutiérrez:

On behalf of Alliance College-Ready Public Schools ("Alliance"), which operates Alliance Judy Ivie Burton Technology Academy High School ("Burton" or the "Charter School"), I am writing to request a revision to the Burton charter petition to include use of a nearby facility for student instructional purposes. A draft Board Resolution authorizing submission of the material revision is included as Attachment A.

The nature and scope of the change associated with this material revision is to include an appendix to the charter titled "School Facilities," which describes an additional space purchased by Alliance located approximately 210 feet from the Charter School's existing location to be utilized for the Charter School's use. Starting with the 2025-26 school year, and pending the approval of the Los Angeles Unified School District ("LAUSD" or the "District"), Burton plans to utilize this additional space for classroom instruction, office space, and open activity space.

All Burton students, grades 9-12, currently attend school in the facilities located at 10101 South Broadway, Los Angeles, CA 90003. On November 6, 2020, Alliance purchased property located approximately 210 feet from the Charter School's 10101 South Broadway location, at 10025 South Broadway, Los Angeles, CA 90003, title to which is held by Alliance, and which real property is designated as Assessor's Parcel Number 6053 - 023 - 006 (the "Expansion Space"). The Expansion Space will house six additional classrooms, office space, and open activity space. On June 14, 2024, the Los Angeles Department of Building and Safety issued a building permit for the Expansion Space. In June 2024, Alliance commenced construction and expects to complete construction on the Expansion Space in Spring 2025 in time for the 2025-26 school year.

On May 29, 2024, the District emailed Alliance regarding the Charter School's use of the Expansion Space. While Burton's planned use of the Expansion Space does not materially

change its operations, the District has determined that it will require the Charter School to request a material revision in order for the District to authorize its use of this space. Although it does not appear that this space triggers the statutory requirements to require a material revision, the Board nevertheless desires to conform to the District's requirements.

The requested change is educationally sound. Burton has operated successfully for almost ten full school years and its students have earned Color Ratings and DFS scores in Math and English Language Arts on the 2023 California School Dashboard that are greater than neighboring High Schools and LAUSD as a whole. We believe the performance of the students at Burton is an indication of the value that this school brings to its community. The Expansion Space will allow the school to continue to live up to the goals of its charter petition to create small learning communities where the student's education is personalized and to create a safe, nurturing space for our students that supports their academic needs in order to ensure their success in high school and college. The Charter School's address will not change, and the Charter School is not seeking an increase in its charter enrollment capacity. A copy of the Building Permit for the Expansion Space is attached as Attachment B.

The clear identification and description of each addition and change to the charter petition will consist of the following:

- Page 170: Additional Provisions
    - "For a description of all facilities utilized by the Charter School, please see Appendix A ("School Facilities")."
    - Appendix A will be attached to include a description of the additional spaces utilized by the Charter School.

Alliance looks forward to working with LAUSD to efficiently and timely process this request. Should you have any questions, please do not hesitate to contact me at twilson@laalliance.org.

Sincerely,



Tiffany Wilson,
Chief Operating Officer

ATTACHMENT C

305 W 101st St

Permit #: **23010698000 - 01476**

Plan Check #: B23LA06284

Printed: 06/14/24 10:23 AM

Event Code:

Bldg-New **GREEN - MANDATORY**
Commercial
Regular Plan Check
Plan Check

City of Los Angeles - Department of Building and Safety

APPLICATION FOR BUILDING PERMIT AND CERTIFICATE OF OCCUPANCY

Issued on 06/14/2024
Last Status: Issued
Status Date: 06/14/2024

1. TRACT	BLOCK	LOT(s)	ARB	COUNTY MAP REF #	PARCEL ID # (PIN #)	2. ASSESSOR PARCEL #
TR 3064		358		M B 36-1/2	091-5A203 161	6053 - 023 - 006

3. PARCEL INFORMATION

LADBS Branch Office - LA	Energy Zone - 8	Community Plan Area - Southeast Los Angeles
Council District - 8	Fire District - 2	Near Source Zone Distance - 2.1
Certified Neighborhood Council - Empowerment Congress South	Thomas Brothers Map Grid - 704-C4	School Within 500 Foot Radius - YES
Census Tract - 2405.00	Thomas Brothers Map Grid - 704-C5	Redevelopment Plan Area - Broadway/Manchester Recovery
District Map - 091-5A203	Area Planning Commission - South Los Angeles	

ZONES(S): C2-1-CPIO

4. DOCUMENTS

ZI - ZI-1231 Specific Plan: South Los Angeles	ZI - ZI-2483 Community Plan Implementation	RENT - YES	ORD - ORD-171682
ZI - ZI-2374 State Enterprise Zone: Los Angel	ZI - ZI-2488 Redevelopment Project Area: Br	ORD - ORD-162128	ORD - ORD-176589
ZI - ZI-2427 FWY Adj Advisory Notice for Sa	ZI - ZI-2498 Local Emergency Temporary Re	ORD - ORD-167354-SA4546	ORD - ORD-185924-SA3220
ZI - ZI-2452 Transit Priority Area in the Cit	SPA - SOUTH LOS ANGELES ALCOHOL S	ORD - ORD-171681	ORD - ORD-185925

5. CHECKLIST ITEMS

Special Inspect - Anchor Bolts	Special Inspect - Structural Observation	Fabricator Reqd - Shop Welds
Special Inspect - Concrete>2.5ksi	Special Inspect - Structural Wood (continuous	Fabricator Reqd - Structural Steel
Special Inspect - Grade Beam/Caisson	Special Inspect - Structural Wood (periodic)	Pilot - Electronic Plan

6. PROPERTY OWNER, TENANT, APPLICANT INFORMATION

Owner(s):
ALLIANCE COLLEGE READY PUBLIC SCHO(601 FIGUEROA ST 4TH FL LOS ANGELES CA 90017

Tenant:

Applicant: (Relationship: Architect)
Poonam Sharma - 3203 E 4th St LOS ANGELES 90063 (213) 537-0480

7. EXISTING USE

PROPOSED USE
(18) School Building

8. DESCRIPTION OF WORK
ePlan. 2-story classroom building per ZA-2023-2334-ZV-WDI.

9. # Bldgs on Site & Use:

10. APPLICATION PROCESSING INFORMATION

BLDG. PC By: Tu Hua
DAS PC By: Elizabeth Toms
OK for Cashier: Internet Permit
Coord. OK:
Signature: TU HUA
Date: 06/12/2024

For inspection requests, call toll-free **(888) LA4BUILD (524-2845)**, or request inspections via **www.ladbs.org.** To speak to a Call Center agent, call **311**. Outside LA County, call (213) 473-3231.

For Cashier's Use Only **W/O #: 31001476**

11. PROJECT VALUATION & FEE INFORMATION **Final** Fee Period

Permit Valuation $2,000,000 PC Valuation:

FINAL TOTAL Bldg-New	19,656.99	CA Bldg Std Commission Surcharge	80.00
Permit Fee Subtotal Bldg-New	8,771.50	Green Building	
Energy Surcharge		Permit Issuing Fee	0.00
Handicapped Access		Linkage Fee	0.00
Plan Check Subtotal Bldg-New	0.00		
Plan Maintenance	175.43		
E.Q. Instrumentation	560.00		
D.S.C. Surcharge	285.21		
Sys. Surcharge	570.42		
Planning Surcharge	536.82		
Planning Surcharge Misc Fee	10.00		
Planning Gen Plan Maint Surcharge	626.29		
School District Commercial Area	8,041.32		

Sewer Cap ID: Total Bond(s) Due: $0.00

Project:

Payment Date: 06/14/2024
Receipt No: 1860127
Amount: $19,656.99
Method: ECHECK

Building Card No.: 2024ON 37123

12. ATTACHMENTS
Plot Plan

0800123010100000014 76FN

13. STRUCTURE INVENTORY (Note: Numeric measurement data in the format "number / number" implies "change in numeric value / total resulting numeric value")

21019-10000 - 01476

(P) Floor Area (ZC): +9440 Sqft / 9440 Sqft
(P) Height (BC): +35 Feet / 35 Feet
(P) Height (ZC): +35 Feet / 35 Feet
(P) Landscape Area: +1043 Sqft / 1043 Sqft
(P) Length: +140 Feet / 140 Feet
(P) Stories: +2 Stories / 2 Stories
(P) Width: +45 Feet / 45 Feet
(P) NFPA-13 Fire Sprinklers Thru-out
(P) Wood (Plywood, OSB, etc.)Shearwall
(P) B Occ. Group: +371 Sqft / 371 Sqft
(P) E Occ. Group: +9820 Sqft / 9820 Sqft
(P) E Occ. Load: +277 Max Occ. / 277 Max Occ.
(P) AB 2097 Zero Req'd Auto Parking for Bldg
(P) Long Term Bicycle Parking Provided for Bldg: +2 Spaces /
(P) Long Term Bicycle Parking Req'd for Bldg: +2 Spaces / 2
(P) Provided Compact for Bldg: 0 Stalls / 0 Stalls
(P) Provided Disabled for Bldg: 0 Stalls / 0 Stalls
(P) Provided Standard for Bldg: 0 Stalls / 0 Stalls
(P) Parking Req'd for Site (Auto+Bicycle): +26 Stalls / 26 S
(P) Short Term Bicycle Parking Provided for Site: +24 Spaces
(P) Short Term Bicycle Parking Req'd for Site: +24 Spaces /
(P) Total Provided Parking for Site: +26 Stalls / 26 Stalls
(P) Type V-B Construction
(P) Floor Construction - Concrete Slab on Grade
(P) Foundation - Continuous Footing
(P) Foundation - Spread (Pad) Footing
(P) Roof Construction - Wood Frame/Sheathing
(P) Wall Construction - Wood Stud

14. APPLICATION COMMENTS: **PDPP Project's Total** **$0.00**

** Approved Seismic Gas Shut-Off Valve may be required. ** [1] Eligible for AB 2079, 0 auto parking space is required. [2] 24 short term parking and 2 long term parking space. The 24 short term bike spaces kept on 10101 S Broadway ground level. [2] Demo permits under 21019-10000-00543, 21019-10000-00540, 21019-10000-00541 [3] Loading space not requied per zA-2023-2334-ZV-WDI [4] The classroom building is not for K-2nd grades.

In the event that any box (i.e. 1-16) is filled to capacity , it is possible that additional information has been captured electronically and could not be printed due to space restrictions. Nevertheless the information printed exceeds that required by section 19825 of the Health and Safety Code of the State of California.

15. BUILDING RELOCATED FROM:

16. CONTRACTOR, ARCHITECT & ENGINEER NAME	ADDRESS		CLASS	LICENSE #	PHONE #
(A) JEEVANJEE,, ALI AKBAR				30267	
(C)			B	744458	
(E) WONG,, KENNETH NOM	235 N SUNNYSIDE AVE,	SIERRA MADRE, CA 91024		S2870	

PERMIT EXPIRATION/REFUNDS: This permit expires two years after the date of the permit issuance. This permit will also expire if no construction work is performed for a continuous period of 180 days (Sec. 98.0602 LAMC). Claims for refund of fees paid must be filed within one year from the date of expiration for permits granted by LADBS (Sec. 22.12 & 22.13 LAMC). The permittee may be entitled to reimbursement of permit fees if the Department fails to conduct an inpection within 60 days of receiving a request for final inspection (HS 17951).

17. LICENSED CONTRACTOR'S DECLARATION

I hereby affirm under penalty of perjury that I am licensed under the provisions of Chapter 9 (commencing with Section 7000) of Division 3 of the Business and Professions Code, and my license is in full force and effect. The following applies to B contractors only: I understand the limitations of Section 7057 of the Business and Professional Code related to my ability to take prime contracts or subcontracts involving specialty trades.

License Class: B License No.: 744458 Contractor: 0000509571

18. WORKERS' COMPENSATION DECLARATION

I hereby affirm, under penalty of perjury, one of the following declarations:

( ) I have and will maintain a certificate of consent to self insure for workers' compensation, as provided for by Section 3700 of the Labor Code, for the performance of the work for which this permit is issued.

(X) I have and will maintain workers' compensation insurance, as required by Section 3700 of the Labor Code, for the performance of the work for which this permit is issued. My workers' compensation insurance carrier and policy number are:

Carrier: Zurich American Insurance Co Policy Number: WC463743113

( ) I certify that in the performance of the work for which this permit is issued, I shall not employ any person in any manner so as to become subject to the workers' compensation laws of California, and agree that if I should become subject to the workers' compensation provisions of Section 3700 of the Labor Code, I shall forthwith comply with those provisions.

WARNING: FAILURE TO SECURE WORKERS' COMPENSATION COVERAGE IS UNLAWFUL, AND SHALL SUBJECT AN EMPLOYER TO CRIMINAL PENALTIES AND CIVIL FINES UP TO ONE HUNDRED THOUSAND DOLLARS ($100,000), IN ADDITION TO THE COST OF COMPENSATION, DAMAGES AS PROVIDED FOR IN SECTION 3706 OF THE LABOR CODE, INTEREST, AND ATTORNEY'S FEES.

19. ASBESTOS REMOVAL DECLARATION / LEAD HAZARD WARNING

I certify that notification of asbestos removal is either not applicable or has been submitted to the AQMD or EPA as per section 19827.5 of the Health and Safety Code. Information is available at (909) 396-2336 and the notification form at www.aqmd.gov. Lead safe construction practices are required when doing repairs that disturb paint in pre-1978 buildings due to the presence of lead per section 6716 and 6717 of the Labor Code. Information is available at Health Services for LA County at (800) 524-5323 or the State of California at (800) 597-5323 or www.dhs.ca.gov/childlead.

20. CONSTRUCTION LENDING AGENCY DECLARATION

I hereby affirm under penalty of perjury that there is a construction lending agency for the performance of the work for which this permit is issued (Sec. 3097, Civil Code).

Lender's Name (If Any): _____ Lender's Address: _____

21. FINAL DECLARATION

I certify that I have read this application **INCLUDING THE ABOVE DECLARATIONS** and state that the above information **INCLUDING THE ABOVE DECLARATIONS** is correct. I agree to comply with all city and county ordinances and state laws relating to building construction, and hereby authorize representatives of this city to enter upon the above-mentioned property for inspection purposes. I realize that this permit is an application for inspection and that it does not approve or authorize the work specified herein, and it does not auhorize or permit any violation or failure to comply with any applicable law. Furthermore, neither the City of Los Angeles nor any board, department officer, or employee thereof, make any warranty, nor shall be responsible for the performance or results of any work described herein, nor the condition of the property nor the soil upon which such work is performed. I further affirm under penalty of perjury, that the proposed work will not destroy or unreasonably interfere with any access or utility easement belonging to others and located on my property, but in the event such work does destroy or unreasonably interfere with such easement, a substitute easement(s) satisfactory to the holder(s) of the easement will be provided (Sec. 91.0106.4.3.4 LAMC).

By signing below, I certify that:

(1) I accept all the declarations above namely the Licensed Contractor's Declaration, Workers' Compensation Declaration, Asbestos Removal Declaration / Lead Hazard Warning, Construction Lending Agency Declaration, and Final Declaration; and

(2) This permit is being obtained with the consent of the legal owner of the property.

Print Lauren Michelson Sign: Lauren Michelson Date: 06/14/2024 [X] Contractor [ ] Authorized Agent

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PERMIT INSPECTION RECORD

LA DBS
DEPARTMENT OF BUILDING AND SAFETY

Your feedback is important. Please visit our website to complete a Customer Survey at **www.ladbs.org/LADBSWeb/customer-survey.jsf**. If you would like to provide additional feedback, need clarification, or have any questions regarding plan check or inspection matters, please call our Customer Hotline at (213) 482-0056.

For use by cashier only

2024ON 37123

Payment Date: 06/14/2024
Receipt No: 1860127
Amount: $19,656.99
Method: ECHECK

PERMIT #: **23010 - 10000 - 01476** Bldg-New
ADDRESS: **305 W 101st St** Commercial
OWNER: Alliance College Ready Public Schools Regular Plan Check
601 Figueroa St 4TH FL Plan Check
LOS ANGELES CA 90017

JOB DESCRIPTION: ePlan. 2-story classroom building per ZA-2023-2334-ZV-WDI.

INSPECTION RECORDS AND PLANS MUST BE AVAILABLE DURING INSPECTION

GRADING INSPECTIONS		
TYPE	DATE	INSPECTOR
Initial Grading		
Toe or Bottom		
Soils Report Approved		
DO NOT PLACE FILL UNTIL ABOVE IS SIGNED		
Backfill		
Fill		
Excavation		
Drainage Devices		
Rough Grading		
Approved Compaction Report		
FOOTING INSPECTIONS		
Footing Excavation		
Forms		
Reinforcing Steel		
OK to Place Concrete		
GROUNDWORK INSPECTIONS		
Electrical		
Plumbing		
Plumbing Methane		
Gas Piping		
Heating & Refrigeration		
Fire Sprinklers		
Disabled Access		
Methane		
OK to Place Floor		
DO NOT PLACE FLOOR UNTIL ABOVE IS SIGNED		
ROUGH INSPECTIONS		
Green Code		
Electrical		
Plumbing		
Fire Sprinkler		
Heating & Refrigeration		
Roof Sheathing		
Disabled Access		
Framing		
Insulation		
Suspended Ceiling		
LAFD		
OK to Cover		

FOR INSPECTION REQUESTS, PLEASE CALL
3-1-1 OR OUTSIDE CITY OF LOS ANGELES
888-LA4-BUILD (888)524-2845 or www.ladbs.org

DO NOT COVER UNTIL PREVIOUS IS SIGNED		
TYPE	DATE	INSPECTOR
Exterior Lathing		
Interior Lathing		
Drywall		
DO NOT COVER UNTIL ABOVE IS SIGNED		
WORK OUTSIDE OF THE BUILDING		
Electrical Underground		
Gas		
Heating & Refrigeration		
Sewer		
Disabled Access		
POOL INSPECTIONS		
Excavation		
Reinforcing Steel		
Bonding		
Piping		
Pre-Gunite		
Deck		
Enclosure/Fence		
Pool/Spa Cover		
DO NOT FILL POOL UNTIL ABOVE IS SIGNED		
FINAL INSPECTIONS		
Grading		
Electrical		
Plumbing		
Gas Test		
Gas		
Heating & Refrigeration		
Pressure Vessels		
Elevator		
Fire Sprinkler		
Disabled Access		
Green Building		
LAFD (Title 19 only)		
LAFD Fire Life Safety		
Pool Final		
AQMD Sign-off Provided		
Public Works		
Building		
PROJECT FINAL		

Certificate of Occupancy Required ☐ **YES** ☐ **NO**

SUPPLEMENTAL NOTES:

IMPORTANT NOTICE

* **Prior to the start of any construction work adjacent to any public way, pedestrian protection shall be provided (Sec. 91.3303 L.A.M.C.).**
* Inspection(s) may be requested anytime via the internet or touch tone phone. To request an inspection via the internet, go to www.ladbs.org and click on "Request an Inspection" under Online Services. To request an inspection via touch tone phone, call toll free (888) LA4BUILD (888-524-2845) and select option 1 for Automated Request System. To request an inspection via the Customer Call Center, call 3-1-1 within the City of Los Angeles or (213) 473-3231 outside the City of Los Angeles between 7:00 a.m. and 10:00 p.m.. When requesting an inspection, the following are required: (1) The job address, (2) Type of inspection, (3) Use of building, (4) Permit number, (5) Phone number of a contact person should the department need to reach someone.
* Inspection requests received before 4:00 p.m. Monday through Friday (excluding holidays) will normally be made the next business day. Requests received after 4:00 p.m. will be made following the next business day. The Automated Inspection Call Back System (AICBS) will attempt to telephone the contact phone number to confirm the inspection.
* Permit fees provide for a limited number of inspections. A reinspection fee may be assessed when the work for which an inspection was requested is not complete, when the inspection record or plans are not available, or when there is failure to provide site access to department staff.
* No person shall perform any construction or repair work between the hours of 9:00 p.m. (6:00 p.m. grading) and 7:00 a.m. the following day which results in loud noises to the disturbance of persons occupying sleeping quarters in any dwelling, hotel, motel, apartment, or other place of residence (Sec. 41.40 L.A.M.C.).
* No person, other than an individual homeowner engaged in the repair or construction of his/her single-family dwelling, shall perform any construction or repair work of any kind upon any building or structure located on land developed with residential buildings or perform work within 500 feet of land so occupied, before 8:00 a.m. or after 6:00 p.m. on any Saturday or at any time on Sunday (Sec. 41.40 L.A.M.C.).
* Dust control measures to prevent dust from being blown or deposited over or upon any private property in any residential area must be implemented during any excavation or earth-moving phase of construction, sand blasting, or demolition.
* A separate permit from the State of California Division of Industrial Safety is required prior to starting certain work involving substantial risk to workers such as: construction or demolition exceeding 3 stories or 36 feet in height, or excavations or trenches over 5 feet in depth involving entry by workers.
* Building permits are valid for two years or expire on the 180th day from the date of issuance if the work permitted has not commenced. The department reserves the right to expire any permit where work has been suspended for a period of 180 days or more.
* Inspection services will not be provided when there is an unleashed dog on the premises.

BUILDING AND SAFETY PERMIT AND PLAN CHECK OFFICE LOCATIONS

Downtown Los Angeles
201 N. Figueroa St., 4th Fl.
Los Angeles, CA 90012

Van Nuys
6262 Van Nuys Blvd., 2nd Fl.
Van Nuys, CA 91401

West Los Angeles
1828 Sawtelle Blvd., 2nd Fl.
Los Angeles, CA 90025

San Pedro
638 S. Beacon St., 2nd Fl.
San Pedro, CA 90731

South Los Angeles
8475 S. Vermont Ave., 2nd Fl.
Los Angeles, CA 90044

Job Address: 305 W 101st St Application #: 23010 - 10000 - 01476

LOS ANGELES UNIFIED SCHOOL DISTRICT
Developer Fee Program Office, P. O. Box 513307, Los Angeles, CA 90051
Phone (213) 241-0715 Fax (213) 241-6874

Notice of 90-Day Refund/Protest Policy for School Facilities Fees (Developer Fees)

The Los Angeles Unified School District, in accordance with the California Education and Government Codes, collects school facilities fees (developer fees) to provide funding for school construction costs. **These fees must be paid before the Department of Building and Safety will issue you a building permit.** Fees are assessed on the basis of assessable square footage, pursuant to Education Code section 17620, et seq., and Government Code section 65995, et seq.

The law allows for refunds or waivers of certain developer fees. **However, requests for refunds or waivers, or any other written form of protest of fees must be received by the Developer Fee Program Office within 90 calendar days after the payment of such fees.** Only a written request is required within the 90-day deadline and not all required supporting documentation. Applications for waivers and refunds may be obtained from the Developer Fee Program Office.

Be advised that the Developer Fee Program Office will not process refund requests or protests that are received after the 90-day deadline, and all such correspondence must be sent directly to the Developer Fee Program Office and not the Department of Building & Safety.

If you have any questions on types of refunds or credits available, please call the Developer Fee Program Office at (213) 241-0715.

Please sign the statement below to indicate that you were notified of this policy and submit the signed portion of this acknowledgment to the cashier prior to the payment of your school facilities fees. Thank you.

Los Angeles Unified School District
Developer Fee Program Office

Note: Your project must meet exemption criteria to qualify for a refund or waiver of fees.

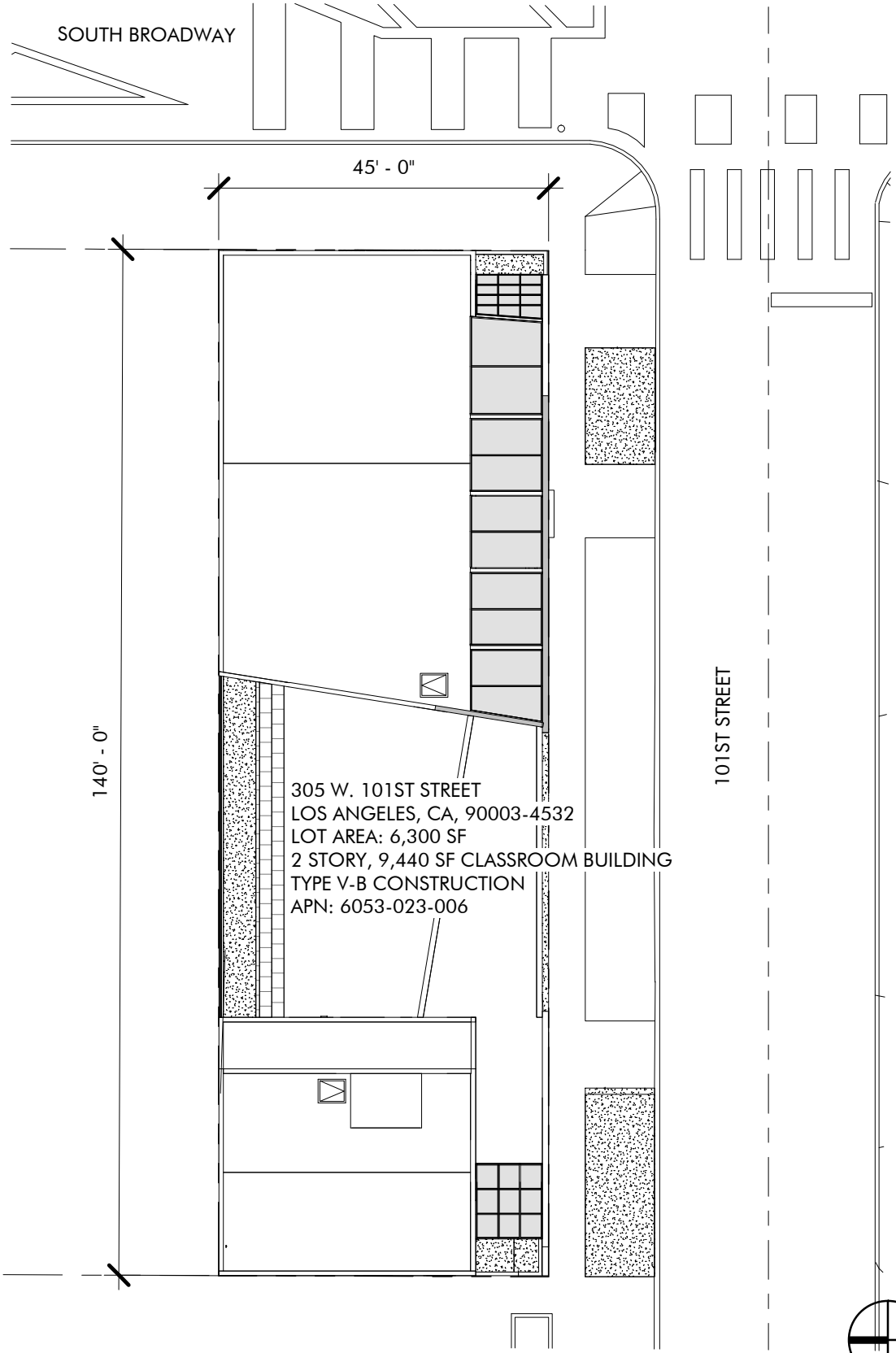
Less than 500 sq. ft.	Cancelled / Expired Permit	Agricultural Structure	Private School (K -12)
Demolition Credit	Senior Citizen Development	Reduced Square Footage	Disaster
Affordable Housing Complex	Mobile Home	Church	Government Building

Los Angeles Unified School District
Acknowledgment of 90-Day Refund/Protest Policy for School Facilities Fees (Developer Fees)

My signature acknowledges that I have been informed {or I am acting on behalf of the owner(s) and will
inform the owner(s)} of the "Notice of the 90-Day Refund/Protest Policy for School Facilities Fees (Developer Fees)" in accordance with Government Code section 66020. I understand that failure to submit an application for a refund, or letter of protest, to the Developer Fee Program Office within 90 calendar days of payment of school facilities fees, waives my right (or owner's right) to be eligible for any refund or exemption of such fees.

Lauren Michelson Lauren Michelson **06/14/2024**

Bldg-New Commercial Plan Check	City of Los Angeles - Department of Building and Safety **PLOT PLAN ATTACHMENT**	Plan Check #: B23LA06284 Initiating Office: METRO Printed on: 12/08/23 14:56:15



(DO NOT DRAW, WRITE, OR PASTE ATTACHMENTS OUTSIDE BORDER)

PLOT PLAN 1

3/64" = 1'-0"

Annual Forecast w/ Assumptions

Judy Ivie Burton Technology Academy High School

		2024-25	2025-26	2026-27
Revenues				
	Total private grants and contributions	$0	$0	$0
	Total Federal Revenue	$785,094	$792,945	$800,875
	Total State Revenue	$10,720,145	$10,467,821	$10,739,357
	Total Local Revenue	$1,666,019	$1,716,000	$1,767,480
	Total Other Revenue	$33,300	$33,861	$34,432
Total Revenue		**$13,204,559**	**$13,010,627**	**$13,342,144**
Expenses				
	Total Salaries	$5,235,670	$5,124,981	$5,241,823
	Total Benefits	$2,030,901	$1,981,863	$2,044,983
	Total Books and Supplies	$845,746	$871,650	$880,045
	Total Subagreement Services	$725,473	$732,728	$740,055
	Total Travel and Conference	$87,758	$88,635	$89,522
	Total Dues & Memberships	$29,300	$29,593	$29,889
	Total Insurance	$57,528	$58,103	$58,684
	Total Ops and Housekeeping	$100,000	$101,000	$102,010
	Total Rentals, Leases and Repairs	$1,006,990	$982,710	$982,710
	Total Transfers	$0	$0	$0
	Total Professional Services and Opering Exp.	$2,892,891	$2,718,492	$2,773,493
	Total Communications	$94,931	$95,881	$96,839
	Total depreciation	$85,903	$205,903	$205,903
	Total interest	$0	$0	$0
Total Expenses		**$13,193,090**	**$12,991,540**	**$13,245,956**
Surplus (Deficit)		**$11,469**	**$19,088**	**$96,188**
Net Asset Reserves		**$15,224,784**	**$15,430,090**	**$15,711,072**

Judy Ivie Burton Technology Academy High School

	2024-25	2025-26	2026-27
Cash Flow Adjustments			
Monthly Surplus (Deficit)	($44,769)	$19,088	$96,188
Cash flows from operating activities:			
Depreciation/amortization	$85,903	$205,903	$205,903
Public funding receivables, net	$0	$0	$0
Grants, contributions and pledges receivable, net	($5,911)	($5,911)	($5,911)
Due to/from related parties	$0	$0	$0
Prepaid expenses	$50,936	$50,936	$50,936
Deferred Rent Receivable	$0	$0	$0
Other assets	$0	$0	$0
Accounts payable and accrued expenses	$0	$0	$0
Accrued Admin. Svc. Fee	$0	$0	$0
Deferred Rent	$0	$0	$0
Total	**$86,159**	**$270,016**	**$347,116**
Cash flows from investing activities:			
Purchases of property and equipment (Non-E-Rate)	($6,000,000)	$0	$0
Purchases of property and equipment (E-Rate)	$0	$0	$0
Notes receivable	$0	$0	$0
Total	**($6,000,000)**	**$0**	**$0**
Cash flows from financing activities:			
Principal payments of debt	$0	$0	$0
Proceeds from long-term debt	$0	$0	$0
Payments on capital lease obligation	$0	$0	$0
Assets limited as to use	$0	$0	$0
Total	**$0**	**$0**	**$0**
Total Change in Cash	**($5,913,841)**	**$270,016**	**$347,116**
Cash, Beginning of Period	$12,821,381	$6,907,540	$7,177,556
Cash, End of Period	**$6,907,540**	**$7,177,556**	**$7,524,671**
Cash Reserves % of Budgeted Cash Expenses	*53%*	*56%*	*58%*

Judy Ivie Burton Technology Academy High School

	2024-25	2025-26	2026-27

Long Term Assumptions

	2024-25	2025-26	2026-27
Student Data			
Enrollment	600.0	600.0	600.0
ADA	570.0	570.0	570.0
ADA %	95%	95%	95%
FRL	95%	95%	95%
ELL	16%	16%	16%
Federal Revenue Data			
Federal Special Education (IDEA) per Student	$245	$247	$250
Title I, Part A - Basic Low Income	$268,711	$271,398	$274,112
Title II, Part D - EETT	$28,366	$28,650	$28,936
Title V, Part B - Charter School Grants	$0	$0	$0
Title III	$0	$0	$0
Fed Breakfast Rate	$2.05	$2.07	$2.09
Fed Lunch Rate	$3.30	$3.33	$3.37
State Revenue Data			
LCFF per Student	$17,369	$17,890	$18,427
Growth		3.0%	3.0%
Mandate Block Grant	$56	$56	$56
State Lottery Revenue	$249	$249	$249
Special Ed Instructional Entitlement	$971	$1,000	$1,030
School Facilities Apportionment (SB740)	$401,168	$401,168	$401,168
State Breakfast Rate	$0.24	$0.24	$0.24
State Lunch Rate	$0.24	$0.24	$0.24
Staff Roster Data			
Teachers	33	33	33
Certificated Pupil Support	-	-	-
Administrators	4	4	4
Counselors	7	7	7
Total Certificated Staff	44	44	44
Students to Teacher Ratio	18	18	18
Students to Certificated Staff Ratio	14	14	14
Avg.Teacher Pay	$88,980	$92,276	$94,556
Teacher Salary Growth		*3%*	*3%*
Classified Instructional Aides (2100)	6	5	5
Classified Office Support (2200)	2	1	1
Classified Admin Support (2300)	3	3	3
Clerical, Technical Staff (2400)	5	3	3
Other Classified Staff (2900)	1	1	1
Total Classified Staff	17	13	13
Total Staff	**61**	**57**	**57**
STRS Contribution Rate	19.10%	19.10%	19.10%
PERS Contribution Rate	27.80%	27.80%	27.80%
Healthcare Employer Contribution per Staff Member	$12,009	$12,609	$13,240
Alliance Home Office Admin Fee	12.0%	12.0%	12.0%
District Oversight Fee	1.0%	1.0%	1.0%
SELPA Fees	20.0%	20.0%	20.0%

2024-2025 Monthly Forecast

Judy Ivie Burton Technology Academy High School

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
Revenues														
Private grants and contributions														
8980	Contributions, Unrestricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
8990	Contributions, Restricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total private grants and contributions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Federal revenue														
8181	Federal Special Education (IDEA)	$8,436	$16,873	$14,060	$14,060	$14,060	$14,060	$14,060	$14,680	$7,340	$7,340	$7,340	$7,340	**$139,650**
8220	Federal Child Nutrition	$6,967	$31,036	$31,036	$31,036	$31,036	$31,036	$31,036	$31,036	$31,036	$31,036	$31,036	$31,036	**$348,367**
8221	*Title I, Part A - Basic Low Income*	*$0*	*$0*	*$107,484*	*$0*	*$0*	*$107,484*	*$0*	*$0*	*$0*	*$0*	*$0*	*$53,742*	***$268,711***
8222	*Title II, Part D - EETT*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$28,366*	***$28,366***
8223	*Title V, Part B - Charter School Grants*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8224	*ESSER III (Part A&B)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8225														***$0***
8226														***$0***
8227	*E-Rate*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8290	Sub Total Other Federal Revenue	$0	$0	$107,484	$0	$0	$107,484	$0	$0	$0	$0	$0	$82,108	**$297,077**
	Total Federal Revenue	$15,404	$47,909	$152,581	$45,097	$45,097	$152,581	$45,097	$45,716	$38,376	$38,376	$38,376	$120,484	**$785,094**
State revenue														
8012	EPA Funding	$0	$0	$787,605	$0	$0	$0	$787,605	$0	$787,605	$0	$0	$766,223	**$3,129,038**
8012.1	*Gen. Apportionment/PY Overpayment*													***$0***
8012.2	*Gen Apportionment New Grade*	-	-	-	-	-	-	-	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8012.3	*Gen. Apportionment Continuing Charters*	*257,008*	*257,008*	*462,614*	*462,614*	*462,614*	*462,614*	*462,614*	*$455,637*	*$455,637*	*$455,637*	*$455,637*	*$455,637*	***$5,105,273***
8015	General Apportionment	$257,008	$257,008	$462,614	$462,614	$462,614	$462,614	$462,614	$455,637	$455,637	$455,637	$455,637	$455,637	**$5,105,273**
8311	Mandate Block Grant	$0	$0	$0	$0	$31,686	$0	$0	$0	$0	$0	$0	$0	**$31,686**
8520	Child Nutrition	$670	$2,986	$2,986	$2,986	$2,986	$2,986	$2,986	$2,986	$2,986	$2,986	$2,986	$2,986	**$33,517**
8545	School Facilities Apportionment (SB740)	$0	$0	$0	$0	$0	$0	$300,876	$0	$0	$0	$100,292	$0	**$401,168**
8560	State Lottery	$0	$0	$0	$0	$0	$35,483	$0	$0	$35,483	$0	$0	$70,965	**$141,930**
8590	Other State Revenue	$107,149	$107,149	$107,149	$107,149	$107,149	$107,149	$107,149	$107,149	$107,149	$107,149	$107,149	$107,149	**$1,324,280**
8792	Special Ed Instructional Entitlement	$33,422	$66,844	$55,703	$55,703	$55,703	$55,703	$55,703	$58,157	$29,078	$29,078	$29,078	$29,078	**$553,253**
	Total State Revenue	$398,250	$433,988	$1,416,058	$628,453	$660,140	$663,936	$1,716,934	$623,929	$1,417,938	$594,851	$695,143	$1,432,039	**$10,720,145**
Local revenue														
8096	In Lieu of Property Taxes	$100,644	$201,288	$167,740	$167,740	$167,740	$167,740	$167,740	$175,128	$87,564	$87,564	$87,564	$87,564	**$1,666,019**
	Total Local Revenue	$100,644	$201,288	$167,740	$167,740	$167,740	$167,740	$167,740	$175,128	$87,564	$87,564	$87,564	$87,564	**$1,666,019**
Other revenue														
8631	Sale of Equipment and Supplies	$875	875.00	875.00	875.00	875.00	875.00	875.00	875.00	875.00	875.00	875.00	875.00	**$10,500**
8634	Food Service Sales	$0	-	-	-	-	-	-	-	-	-	-	-	**$0**
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8699	School Fundraising	$1,824	$2,280	$2,280	$2,052	$1,596	$1,368	$1,368	$1,140	$912	$1,824	$2,280	$3,876	**$22,800**
	Total Other Revenue	$2,699	$3,155	$3,155	$2,927	$2,471	$2,243	$2,243	$2,015	$1,787	$2,699	$3,155	$4,751	**$33,300**
Total Revenue		**$516,997**	**$686,340**	**$1,739,535**	**$844,217**	**$875,448**	**$986,500**	**$1,932,014**	**$846,789**	**$1,545,666**	**$723,490**	**$824,238**	**$1,644,839**	**$13,204,559**
Expenses														
Salaries														
1110	Certificated Teachers' Salaries	$26,250	$267,767	$267,767	$267,767	$267,767	$267,767	$267,767	$267,767	$267,767	$267,767	$267,767	$267,767	**$2,936,336**
1140	Certificated Teachers' Salaries – Stipends	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1210	Certificated Pupil Support Salaries – Salary	$49,477	$49,477	$49,477	$49,477	$49,477	$49,477	$49,477	$49,477	$49,477	$49,477	$49,477	$49,477	**$619,975**
1230	Certificated Pupil Support Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1310	Certificated Supervisors' and Administrators' Salaries	$51,652	$51,652	$51,652	$51,652	$51,652	$51,652	$51,652	$51,652	$51,652	$51,652	$51,652	$51,652	**$619,820**
1330	Certificated Supervisors' and Administrators' Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1910	Other Certificated Salaries – Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1930	Other Certificated Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2110	Classified Instructional Salaries - Salary	$0	$25,811	$25,811	$25,811	$25,811	$25,811	$25,811	$25,811	$25,811	$25,811	$25,811	$25,811	**$283,920**
2120	Classified Instructional Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2130	Classified Instructional Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2210	Classified Support Salaries - Salary	$9,265	$9,265	$9,265	$9,265	$9,265	$9,265	$9,265	$9,265	$9,265	$9,265	$9,265	$9,265	**$111,176**
2220	Classified Support Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2230	Classified Support Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2310	Classified Supervisors' and Administrators' Salaries - Salary	$24,274	$24,274	$24,274	$24,274	$24,274	$24,274	$24,274	$24,274	$24,274	$24,274	$24,274	$24,274	**$291,290**
2320	Classified Supervisors' and Administrators' Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2330	Classified Supervisors' and Administrators' Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2410	Clerical, Technical, and Office Staff Salaries - Salary	$22,377	$22,377	$22,377	$22,377	$22,377	$22,377	$22,377	$22,377	$22,377	$22,377	$22,377	$22,377	**$268,528**
2420	Clerical, Technical, and Office Staff Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2430	Clerical, Technical, and Office Staff Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2910	Other Classified Salaries - Salary	$8,719	$8,719	$8,719	$8,719	$8,719	$8,719	$8,719	$8,719	$8,719	$8,719	$8,719	$8,719	**$104,625**
2920	Other Classified Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2930	Other Classified Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Salaries	$192,014	$459,341	$459,341	$459,341	$459,341	$459,341	$459,341	$459,341	$459,341	$459,341	$459,341	$459,341 #	**$5,235,670**
Benefits														
3101	STRS, certificated positions	$24,329	$70,459	$70,459	$70,459	$70,459	$70,459	$70,459	$70,459	$70,459	$70,459	$70,459	$70,459	**$790,727**
3202	PERS, classified positions	$17,969	$25,144	$25,144	$25,144	$25,144	$25,144	$25,144	$25,144	$25,144	$25,144	$25,144	$25,144	**$294,552**
3301	OASDI certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3302	OASDI, classified positions	$4,007	$5,608	$5,608	$5,608	$5,608	$5,608	$5,608	$5,608	$5,608	$5,608	$5,608	$5,608	**$65,691**
3311	Medicare certificated positions	$1,130	$5,006	$5,006	$5,006	$5,006	$5,006	$5,006	$5,006	$5,006	$5,006	$5,006	$5,006	**$56,194**
3312	Medicare, classified positions	$937	$1,311	$1,311	$1,311	$1,311	$1,311	$1,311	$1,311	$1,311	$1,311	$1,311	$1,311	**$15,363**
3401	Health and Welfare, certificated positions	$44,033	$44,033	$44,033	$44,033	$44,033	$44,033	$44,033	$44,033	$44,033	$44,033	$44,033	$44,033	**$528,397**
3402	Health and Welfare, classified positions	$17,013	$17,013	$17,013	$17,013	$17,013	$17,013	$17,013	$17,013	$17,013	$17,013	$17,013	$17,013	**$204,153**
3501	State Unemployment, certificated positions	$1,591	$1,591	$1,591	$1,591	$1,591	$1,591	$1,591	$1,591	$1,591	$1,591	$1,591	$1,591	**$19,096**
3502	State Unemployment, classified positions	$615	$615	$615	$615	$615	$615	$615	$615	$615	$615	$615	$615	**$7,378**
3601	Workers' Compensation Insurance, certificated positions	$779	$3,452	$3,452	$3,452	$3,452	$3,452	$3,452	$3,452	$3,452	$3,452	$3,452	$3,452	**$38,754**

Judy Ivie Burton Technology Academy High School

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
3602	Workers' Compensation Insurance, classified positions	$646	$904	$904	$904	$904	$904	$904	$904	$904	$904	$904	$904	**$10,595**
3901	Other Benefits, certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3902	Other Benefits, classified positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Benefits	$113,049	$175,137	$175,137	$175,137	$175,137	$175,137	$175,137	$175,137	$175,137	$175,137	$175,137	$175,137	**$2,030,901**
Books and supplies														
4101	Textbooks and Core Curricula Materials	$5,033	$5,033	$5,033	$5,033	$5,033	$5,033	$5,033	$5,033	$5,033	$5,033	$5,033	$5,033	**$60,390**
4102	Software – Instructional	$8,326	$8,326	$8,326	$8,326	$8,326	$8,326	$8,326	$8,326	$8,326	$8,326	$8,326	$8,326	**$99,909**
4200	Books and Other Reference Materials	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	**$3,500**
4301	College Prep	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	**$30,000**
4302	Other Materials and Supplies	$8,632	$8,632	$8,632	$8,632	$8,632	$8,632	$8,632	$8,632	$8,632	$8,632	$8,632	$8,632	**$103,589**
4304	Uniforms	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	**$70,000**
4400	Noncapitalized Equipment	$9,328	$9,328	$9,328	$9,328	$9,328	$9,328	$9,328	$9,328	$9,328	$9,328	$9,328	$9,328	**$111,940**
4700	Food (Child Nutrition) (FY 17: Food Services)	$0	$0	$36,642	$36,642	$36,642	$36,642	$36,642	$36,642	$36,642	$36,642	$36,642	$36,642	**$366,418**
	Total Books and Supplies	$39,944	$39,944	$76,586	$76,586	$76,586	$76,586	$76,586	$76,586	$76,586	$76,586	$76,586	$76,586	**$845,746**
Subagreement services														
5101	Subagreements for Services (FY 17: Nursing)	$25,456	$25,456	$25,456	$25,456	$25,456	$25,456	$25,456	$25,456	$25,456	$25,456	$25,456	$25,456	**$305,473**
5102	Special Education (Subagreement/Contract)	$11,250	$11,250	$11,250	$11,250	$11,250	$11,250	$11,250	$11,250	$11,250	$11,250	$11,250	$11,250	**$135,000**
5103	Substitute Teacher (Subagreement/Contract)	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	$16,667	**$200,000**
5104	Transportation (Subagreement/Contract)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5105	Security (Subagreement/Contract)	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	**$75,000**
5106	Printing (Subagreement/Contract)	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	**$10,000**
5107	After-School Programs (Subagreement/Contract)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Subagreement Services	$60,456	$60,456	$60,456	$60,456	$60,456	$60,456	$60,456	$60,456	$60,456	$60,456	$60,456	$60,456	**$725,473**
Travel and Conference														
5231	General Travel and Conference	$20	$20	$20	$20	$20	$20	$20	$20	$20	$20	$20	$20	**$243**
5232	Conference and Training Entrance Fees	$5,897	$5,897	$5,897	$5,897	$5,897	$5,897	$5,897	$5,897	$5,897	$5,897	$5,897	$5,897	**$70,765**
5233	Mileage	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	**$2,000**
5234	Ground Transportation	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	**$1,500**
5235	Air Travel	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	**$3,000**
5236	Hotel and Accommodation	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	$292	**$3,500**
5237	Business Meals	$563	$563	$563	$563	$563	$563	$563	$563	$563	$563	$563	$563	**$6,750**
	Total Travel and Conference	$7,313	$7,313	$7,313	$7,313	$7,313	$7,313	$7,313	$7,313	$7,313	$7,313	$7,313	$7,313	**$87,758**
Dues & Memberships														
5300	Dues & Memberships	$2,442	$2,442	$2,442	$2,442	$2,442	$2,442	$2,442	$2,442	$2,442	$2,442	$2,442	$2,442	**$29,300**
	Total Travel and Conference	$2,442	$2,442	$2,442	$2,442	$2,442	$2,442	$2,442	$2,442	$2,442	$2,442	$2,442	$2,442	**$29,300**
Insurance														
5400	Insurance	$4,794	$4,794	$4,794	$4,794	$4,794	$4,794	$4,794	$4,794	$4,794	$4,794	$4,794	$4,794	**$57,528**
	Total Insurance	$4,794	$4,794	$4,794	$4,794	$4,794	$4,794	$4,794	$4,794	$4,794	$4,794	$4,794	$4,794	**$57,528**
Operations and Housekeeping Services														
5501	Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5502	Janitorial/Trash Removal	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	**$100,000**
5503	Security	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Ops and Housekeeping	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	**$100,000**
Rentals, Leases, and Repairs														
5600	Rentals, Leases and Repairs	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5601	Rent	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	**$553,363**
5602	Additional Rent	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	**$255,606**
5603	Equipment Leases	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	**$7,000**
5604	Other Leases (Parking)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5605	Real/Personal Property Taxes	$1,402	$1,402	$1,402	$1,402	$1,402	$1,402	$1,402	$1,402	$1,402	$1,402	$1,402	$1,402	**$16,828**
5606	Venue Rentals	$3,458	$3,458	$3,458	$3,458	$3,458	$3,458	$3,458	$3,458	$3,458	$3,458	$3,458	$3,458	**$41,500**
5610	Repairs and Maintenance	$11,058	$11,058	$11,058	$11,058	$11,058	$11,058	$11,058	$11,058	$11,058	$11,058	$11,058	$11,058	**$132,694**
	Total Rentals, Leases and Repairs	$83,916	$83,916	$83,916	$83,916	$83,916	$83,916	$83,916	$83,916	$83,916	$83,916	$83,916	$83,916	**$1,006,990**
Transfers of Direct Costs														
5710	Transfer of Direct Costs	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5750	Transfer of Direct Costs - Interfund	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Professional/Consulting Services and Operating Expenditures														
5801	General Operating Expenditures (Before FY17: IT)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5802	Accounting - Professional and Consulting Services	$1,067	$1,067	$1,067	$1,067	$1,067	$1,067	$1,067	$1,067	$1,067	$1,067	$1,067	$1,067	**$12,800**
5803	Legal- Professional and Consulting Services	$19,792	$19,792	$19,792	$19,792	$19,792	$19,792	$19,792	$19,792	$19,792	$19,792	$19,792	$19,792	**$237,500**
5805	General - Professional and Consulting Services	$36,795	$36,795	$36,795	$36,795	$36,795	$36,795	$36,795	$36,795	$36,795	$36,795	$36,795	$36,795	**$441,542**
5807	IT Services - Professional and Consulting Services	$2,326	$2,326	$2,326	$2,326	$2,326	$2,326	$2,326	$2,326	$2,326	$2,326	$2,326	$2,326	**$27,915**
5810	Payroll Service Fee	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5811	Administrative Services Fee	$142,946	$142,946	$142,946	$142,946	$142,946	$142,946	$142,946	$142,946	$142,946	$142,946	$142,946	$142,946	**$1,715,350**
5812	District Oversight Fee	$8,250	$8,250	$8,250	$8,250	$8,250	$8,250	$8,250	$8,250	$8,250	$8,250	$8,250	$8,250	**$99,003**
5813	LACOE Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5814	SELPA Fees	$11,548	$11,548	$11,548	$11,548	$11,548	$11,548	$11,548	$11,548	$11,548	$11,548	$11,548	$11,548	**$138,581**
5815	Rent Equalization Fee(Credit)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5817	Other taxes and fees	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	**$1,000**
5821	Professional Development Reimbursement	$39	$39	$39	$39	$39	$39	$39	$39	$39	$39	$39	$39	**$473**
5822	Temporary Administrative Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5831	Food or Catering Services	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	**$60,000**
5832	Entrance Fees	$1,750	$1,750	$1,750	$1,750	$1,750	$1,750	$1,750	$1,750	$1,750	$1,750	$1,750	$1,750	**$21,000**

Judy Ivie Burton Technology Academy High School

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
5833	Transportation Services	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	**$70,000**
5834	Software - Operating	$5,144	$5,144	$5,144	$5,144	$5,144	$5,144	$5,144	$5,144	$5,144	$5,144	$5,144	$5,144	**$61,726**
5835	Printing - General	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	**$3,000**
5840	Scholarship Expense	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	**$3,000**
5841	Mentorship Program Awards	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5842	Relocation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5899	Pledge Write Off	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Professional Services and Opering Exp.	$241,074	$241,074	$241,074	$241,074	$241,074	$241,074	$241,074	$241,074	$241,074	$241,074	$241,074	$241,074	**$2,892,891**
Communications														
5901	General Communications	$6,828	$6,828	$6,828	$6,828	$6,828	$6,828	$6,828	$6,828	$6,828	$6,828	$6,828	$6,828	**$81,931**
5902	Postage and Shipping	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	**$5,000**
5903	Job Advertising	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	$667	**$8,000**
	Total Communications	$7,911	$7,911	$7,911	$7,911	$7,911	$7,911	$7,911	$7,911	$7,911	$7,911	$7,911	$7,911	**$94,931**
Depreciation														
6900	Depreciation Expense	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	**$85,903**
	Total depreciation	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$85,903
Interest														
7438	Interest Expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total interest	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Expenses		**$768,405**	**$1,097,820**	**$1,134,462**	**$1,134,462**	**$1,134,462**	**$1,134,462**	**$1,134,462**	**$1,134,462**	**$1,134,462**	**$1,134,462**	**$1,134,462**	**$1,134,462**	**$13,193,090**
Monthly Surplus (Deficit)		**($251,408)**	**($411,480)**	**$605,073**	**($290,244)**	**($259,014)**	**($147,961)**	**$797,553**	**($287,673)**	**$411,204**	**($410,971)**	**($310,223)**	**$510,377**	**$11,469**
Net Asset Reserves		**$15,018,145**	**$14,606,665**	**$15,211,738**	**$14,921,494**	**$14,662,480**	**$14,514,518**	**$15,312,071**	**$15,024,398**	**$15,435,602**	**$15,024,631**	**$14,714,407**	**$15,224,784**	**$15,224,784**
Cash Flow Adjustments														
	Monthly Surplus (Deficit)	($251,408)	($411,480)	$605,073	($290,244)	($259,014)	($147,961)	$797,553	($287,673)	$411,204	($410,971)	($310,223)	$510,377	**($44,769)**
	Cash flows from operating activities:													
	Depreciation/amortization	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	$7,159	**$85,903**
	Public funding receivables, net	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Grants, contributions and pledges receivable, net	($473)	($591)	($591)	($532)	($414)	($355)	($355)	($296)	($236)	($473)	($591)	($1,005)	**($5,911)**
	Due to/from related parties	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Prepaid expenses	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	**$50,936**
	Deferred Rent Receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Other assets	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Accounts payable and accrued expenses	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Accrued Admin. Svc. Fee	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Deferred Rent	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total	**($240,478)**	**($400,668)**	**$615,885**	**($279,373)**	**($248,025)**	**($136,913)**	**$808,601**	**($276,565)**	**$422,371**	**($400,041)**	**($299,411)**	**$520,775**	**$86,159**
	Cash flows from investing activities:													
CF-2-01	Purchases of property and equipment (Non-E-Rate)	($500,000)	($500,000)	($500,000)	($500,000)	($500,000)	($500,000)	($500,000)	($500,000)	($500,000)	($500,000)	($500,000)	($500,000)	**($6,000,000)**
CF-2-01	Purchases of property and equipment (E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
CF-2-01	Notes receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total	**($500,000)**	**($500,000)**	**($500,000)**	**($500,000)**	**($500,000)**	**($500,000)**	**($500,000)**	**($500,000)**	**($500,000)**	**($500,000)**	**($500,000)**	**($500,000)**	**($6,000,000)**
	Cash flows from financing activities:													
	Principal payments of debt													**$0**
	Proceeds from long-term debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Payments on capital lease obligation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Assets limited as to use	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Total Change in Cash		**($740,478)**	**($900,668)**	**$115,885**	**($779,373)**	**($748,025)**	**($636,913)**	**$308,601**	**($776,565)**	**($77,629)**	**($900,041)**	**($799,411)**	**$20,775**	**($5,913,841)**
Cash, Beginning of Period		$12,821,381	$12,080,903	$11,180,235	$11,296,121	$10,516,748	$9,768,723	$9,131,810	$9,440,411	$8,663,846	$8,586,217	$7,686,176	$6,886,764	$12,821,381
Cash, End of Period		**$12,080,903**	**$11,180,235**	**$11,296,121**	**$10,516,748**	**$9,768,723**	**$9,131,810**	**$9,440,411**	**$8,663,846**	**$8,586,217**	**$7,686,176**	**$6,886,764**	**$6,907,540**	**$6,907,540**
	Cash Reserves % of Budgeted Cash Expenses	*92%*	*85%*	*86%*	*80%*	*75%*	*70%*	*72%*	*66%*	*66%*	*59%*	*53%*	*53%*	*53%*

2025-2026 Monthly Forecast

Judy Ivie Burton Technology Academy High School

		Prior Year P2 and PENSEC Estimates						P-1				P-2	
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
Revenues														
Private grants and contributions														
8980	Contributions, Unrestricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
8990	Contributions, Restricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total private grants and contributions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Federal revenue														
8181	Federal Special Education (IDEA)	$8,463	$16,926	$14,105	$14,105	$14,105	$14,105	$14,105	$15,045	$7,522	$7,522	$7,522	$7,522	**$141,047**
8220	Federal Child Nutrition	$7,037	$31,347	$31,347	$31,347	$31,347	$31,347	$31,347	$31,347	$31,347	$31,347	$31,347	$31,347	**$351,851**
8221	*Title I, Part A - Basic Low Income*	*$0*	*$0*	*$108,559*	*$0*	*$0*	*$108,559*	*$0*	*$0*	*$0*	*$0*	*$0*	*$54,280*	***$271,398***
8222	*Title II, Part D - EETT*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$28,650*	***$28,650***
8223	*Title V, Part B - Charter School Grants*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8224	*ESSER III (Part A&B)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8225														***$0***
8226														***$0***
8227	*E-Rate*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8290	Sub Total Other Federal Revenue	$0	$0	$108,559	$0	$0	$108,559	$0	$0	$0	$0	$0	$82,929	**$300,048**
	Total Federal Revenue	$15,500	$48,272	$154,011	$45,451	$45,451	$154,011	$45,451	$46,392	$38,869	$38,869	$38,869	$121,798	**$792,945**
State revenue														
8012	EPA Funding	$0	$0	$805,727	$0	$0	$0	$805,727	$0	$805,727	$0	$0	$805,727	**$3,222,909**
8012.1	*Gen. Apportionment/PY Overpayment*													***$0***
8012.2	*Gen Apportionment New Grade*	-	-	-	-	-	-	-	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8012.3	*Gen. Apportionment Continuing Charters*	*$262,922*	*$262,922*	*$473,259*	*$473,259*	*$473,259*	*$473,259*	*$473,259*	*$473,259*	*$473,259*	*$473,259*	*$473,259*	*$473,259*	***$5,258,431***
8015	General Apportionment	$262,922	$262,922	$473,259	$473,259	$473,259	$473,259	$473,259	$473,259	$473,259	$473,259	$473,259	$473,259	**$5,258,431**
8311	Mandate Block Grant	$0	$0	$0	$0	$31,686	$0	$0	$0	$0	$0	$0	$0	**$31,686**
8520	Child Nutrition	$637	$2,837	$2,837	$2,837	$2,837	$2,837	$2,837	$2,837	$2,837	$2,837	$2,837	$2,837	**$31,841**
8545	School Facilities Apportionment (SB740)	$0	$0	$0	$0	$0	$0	$300,876	$0	$0	$0	$100,292	$0	**$401,168**
8560	State Lottery	$0	$0	$0	$0	$0	$35,483	$0	$0	$35,483	$0	$0	$70,965	**$141,930**
8590	Other State Revenue	$67,500	$67,500	$67,500	$67,500	$67,500	$67,500	$67,500	$67,500	$67,500	$67,500	$67,500	$67,500	**$810,004**
8792	Special Ed Instructional Entitlement	$34,191	$68,382	$56,985	$56,985	$56,985	$56,985	$56,985	$60,784	$30,392	$30,392	$30,392	$30,392	**$569,851**
	Total State Revenue	$365,250	$401,641	$1,406,308	$600,581	$632,267	$636,064	$1,707,184	$604,380	$1,415,198	$573,988	$674,280	$1,450,680	**$10,467,821**
Local revenue														
8096	In Lieu of Property Taxes	$102,960	$205,920	$171,600	$171,600	$171,600	$171,600	$171,600	$183,040	$91,520	$91,520	$91,520	$91,520	**$1,716,000**
	Total Local Revenue	$102,960	$205,920	$171,600	$171,600	$171,600	$171,600	$171,600	$183,040	$91,520	$91,520	$91,520	$91,520	**$1,716,000**
Other revenue														
8631	Sale of Equipment and Supplies	$884	$884	$884	$884	$884	$884	$884	$884	$884	$884	$884	$884	**$10,605**
8634	Food Service Sales	$0	-	-	-	-	-	-	-	-	-	-	-	**$0**
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8699	School Fundraising	$1,860	$2,326	$2,326	$2,093	$1,628	$1,395	$1,395	$1,163	$930	$1,860	$2,326	$3,954	**$23,256**
	Total Other Revenue	$2,744	$3,209	$3,209	$2,977	$2,512	$2,279	$2,279	$2,047	$1,814	$2,744	$3,209	$4,837	**$33,861**
Total Revenue		**$486,454**	**$659,042**	**$1,735,128**	**$820,609**	**$851,830**	**$963,953**	**$1,926,515**	**$835,858**	**$1,547,401**	**$707,121**	**$807,879**	**$1,668,836**	**$13,010,627**
Expenses														
Salaries														
1110	Certificated Teachers' Salaries	$26,250	$274,440	$274,440	$274,440	$274,440	$274,440	$274,440	$274,440	$274,440	$274,440	$274,440	$274,440	**$3,045,094**
1140	Certificated Teachers' Salaries – Stipends	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1210	Certificated Pupil Support Salaries – Salary	$50,467	$50,467	$50,467	$50,467	$50,467	$50,467	$50,467	$50,467	$50,467	$50,467	$50,467	$50,467	**$605,600**
1230	Certificated Pupil Support Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1310	Certificated Supervisors' and Administrators' Salaries	$52,685	$52,685	$52,685	$52,685	$52,685	$52,685	$52,685	$52,685	$52,685	$52,685	$52,685	$52,685	**$632,216**
1330	Certificated Supervisors' and Administrators' Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1910	Other Certificated Salaries – Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1930	Other Certificated Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2110	Classified Instructional Salaries - Salary	$0	$19,745	$19,745	$19,745	$19,745	$19,745	$19,745	$19,745	$19,745	$19,745	$19,745	$19,745	**$217,199**
2120	Classified Instructional Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2130	Classified Instructional Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2210	Classified Support Salaries - Salary	$4,725	$4,725	$4,725	$4,725	$4,725	$4,725	$4,725	$4,725	$4,725	$4,725	$4,725	$4,725	**$56,700**
2220	Classified Support Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2230	Classified Support Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2310	Classified Supervisors' and Administrators' Salaries - Salary	$24,760	$24,760	$24,760	$24,760	$24,760	$24,760	$24,760	$24,760	$24,760	$24,760	$24,760	$24,760	**$297,116**
2320	Classified Supervisors' and Administrators' Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2330	Classified Supervisors' and Administrators' Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2410	Clerical, Technical, and Office Staff Salaries - Salary	$13,695	$13,695	$13,695	$13,695	$13,695	$13,695	$13,695	$13,695	$13,695	$13,695	$13,695	$13,695	**$164,339**
2420	Clerical, Technical, and Office Staff Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2430	Clerical, Technical, and Office Staff Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2910	Other Classified Salaries - Salary	$8,893	$8,893	$8,893	$8,893	$8,893	$8,893	$8,893	$8,893	$8,893	$8,893	$8,893	$8,893	**$106,718**
2920	Other Classified Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2930	Other Classified Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Salaries	$181,474	$449,410	$449,410	$449,410	$449,410	$449,410	$449,410	$449,410	$449,410	$449,410	$449,410	$449,410	**$5,124,981**

Judy Ivie Burton Technology Academy High School

		Prior Year P2 and PENSEC Estimates						P-1				P-2	
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
Benefits														
3101	STRS, certificated positions	$24,716	$72,120	$72,120	$72,120	$72,120	$72,120	$72,120	$72,120	$72,120	$72,120	$72,120	$72,120	**$818,036**
3202	PERS, classified positions	$14,476	$19,965	$19,965	$19,965	$19,965	$19,965	$19,965	$19,965	$19,965	$19,965	$19,965	$19,965	**$234,096**
3301	OASDI certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3302	OASDI, classified positions	$3,229	$4,453	$4,453	$4,453	$4,453	$4,453	$4,453	$4,453	$4,453	$4,453	$4,453	$4,453	**$52,208**
3311	Medicare certificated positions	$1,145	$5,030	$5,030	$5,030	$5,030	$5,030	$5,030	$5,030	$5,030	$5,030	$5,030	$5,030	**$56,470**
3312	Medicare, classified positions	$755	$1,041	$1,041	$1,041	$1,041	$1,041	$1,041	$1,041	$1,041	$1,041	$1,041	$1,041	**$12,210**
3401	Health and Welfare, certificated positions	$46,235	$46,235	$46,235	$46,235	$46,235	$46,235	$46,235	$46,235	$46,235	$46,235	$46,235	$46,235	**$554,817**
3402	Health and Welfare, classified positions	$13,135	$13,135	$13,135	$13,135	$13,135	$13,135	$13,135	$13,135	$13,135	$13,135	$13,135	$13,135	**$157,618**
3501	State Unemployment, certificated positions	$3,183	$3,183	$3,183	$3,183	$3,183	$3,183	$3,183	$3,183	$3,183	$3,183	$3,183	$3,183	**$38,192**
3502	State Unemployment, classified positions	$904	$904	$904	$904	$904	$904	$904	$904	$904	$904	$904	$904	**$10,850**
3601	Workers' Compensation Insurance, certificated positions	$789	$3,469	$3,469	$3,469	$3,469	$3,469	$3,469	$3,469	$3,469	$3,469	$3,469	$3,469	**$38,945**
3602	Workers' Compensation Insurance, classified positions	$521	$718	$718	$718	$718	$718	$718	$718	$718	$718	$718	$718	**$8,421**
3901	Other Benefits, certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3902	Other Benefits, classified positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Benefits	$109,086	$170,252	$170,252	$170,252	$170,252	$170,252	$170,252	$170,252	$170,252	$170,252	$170,252	$170,252	**$1,981,863**
Books and supplies														
4101	Textbooks and Core Curricula Materials	5,082.8	5,082.8	5,082.8	5,082.8	5,082.8	5,082.8	5,082.8	5,082.8	5,082.8	5,082.8	5,082.8	5,082.8	**$60,994**
4102	Software – Instructional	8,409.0	8,409.0	8,409.0	8,409.0	8,409.0	8,409.0	8,409.0	8,409.0	8,409.0	8,409.0	8,409.0	8,409.0	**$100,908**
4200	Books and Other Reference Materials	294.6	294.6	294.6	294.6	294.6	294.6	294.6	294.6	294.6	294.6	294.6	294.6	**$3,535**
4301	College Prep	2,525.0	2,525.0	2,525.0	2,525.0	2,525.0	2,525.0	2,525.0	2,525.0	2,525.0	2,525.0	2,525.0	2,525.0	**$30,300**
4302	Other Materials and Supplies	8,718.7	8,718.7	8,718.7	8,718.7	8,718.7	8,718.7	8,718.7	8,718.7	8,718.7	8,718.7	8,718.7	8,718.7	**$104,625**
4304	Uniforms	5,891.7	5,891.7	5,891.7	5,891.7	5,891.7	5,891.7	5,891.7	5,891.7	5,891.7	5,891.7	5,891.7	5,891.7	**$70,700**
4400	Noncapitalized Equipment	9,421.6	9,421.6	9,421.6	9,421.6	9,421.6	9,421.6	9,421.6	9,421.6	9,421.6	9,421.6	9,421.6	9,421.6	**$113,059**
4700	Food (Child Nutrition) (FY 17: Food Services)	$0	$19,376	$36,815	$36,815	$36,815	$36,815	$36,815	$36,815	$36,815	$36,815	$36,815	$36,815	**$387,529**
	Total Books and Supplies	$40,343	$59,720	$77,159	$77,159	$77,159	$77,159	$77,159	$77,159	$77,159	$77,159	$77,159	$77,159	**$871,650**
Subagreement services														
5101	Subagreements for Services (FY 17: Nursing)	25,710.6	25,710.6	25,710.6	25,710.6	25,710.6	25,710.6	25,710.6	25,710.6	25,710.6	25,710.6	25,710.6	25,710.6	**$308,528**
5102	Special Education (Subagreement/Contract)	11,362.5	11,362.5	11,362.5	11,362.5	11,362.5	11,362.5	11,362.5	11,362.5	11,362.5	11,362.5	11,362.5	11,362.5	**$136,350**
5103	Substitute Teacher (Subagreement/Contract)	16,833.3	16,833.3	16,833.3	16,833.3	16,833.3	16,833.3	16,833.3	16,833.3	16,833.3	16,833.3	16,833.3	16,833.3	**$202,000**
5104	Transportation (Subagreement/Contract)	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5105	Security (Subagreement/Contract)	6,312.5	6,312.5	6,312.5	6,312.5	6,312.5	6,312.5	6,312.5	6,312.5	6,312.5	6,312.5	6,312.5	6,312.5	**$75,750**
5106	Printing (Subagreement/Contract)	841.7	841.7	841.7	841.7	841.7	841.7	841.7	841.7	841.7	841.7	841.7	841.7	**$10,100**
5107	After-School Programs (Subagreement/Contract)	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Subagreement Services	$61,061	$61,061	$61,061	$61,061	$61,061	$61,061	$61,061	$61,061	$61,061	$61,061	$61,061	$61,061	**$732,728**
Travel and Conference														
5231	General Travel and Conference	20.4	20.4	20.4	20.4	20.4	20.4	20.4	20.4	20.4	20.4	20.4	20.4	**$245**
5232	Conference and Training Entrance Fees	5,956.1	5,956.1	5,956.1	5,956.1	5,956.1	5,956.1	5,956.1	5,956.1	5,956.1	5,956.1	5,956.1	5,956.1	**$71,473**
5233	Mileage	168.3	168.3	168.3	168.3	168.3	168.3	168.3	168.3	168.3	168.3	168.3	168.3	**$2,020**
5234	Ground Transportation	126.3	126.3	126.3	126.3	126.3	126.3	126.3	126.3	126.3	126.3	126.3	126.3	**$1,515**
5235	Air Travel	252.5	252.5	252.5	252.5	252.5	252.5	252.5	252.5	252.5	252.5	252.5	252.5	**$3,030**
5236	Hotel and Accommodation	294.6	294.6	294.6	294.6	294.6	294.6	294.6	294.6	294.6	294.6	294.6	294.6	**$3,535**
5237	Business Meals	568.1	568.1	568.1	568.1	568.1	568.1	568.1	568.1	568.1	568.1	568.1	568.1	**$6,818**
	Total Travel and Conference	$7,386	$7,386	$7,386	$7,386	$7,386	$7,386	$7,386	$7,386	$7,386	$7,386	$7,386	$7,386	**$88,635**
Dues & Memberships														
5300	Dues & Memberships	2,466.1	2,466.1	2,466.1	2,466.1	2,466.1	2,466.1	2,466.1	2,466.1	2,466.1	2,466.1	2,466.1	2,466.1	**$29,593**
	Total Travel and Conference	$2,466	$2,466	$2,466	$2,466	$2,466	$2,466	$2,466	$2,466	$2,466	$2,466	$2,466	$2,466	**$29,593**
Insurance														
5400	Insurance	4,841.9	4,841.9	4,841.9	4,841.9	4,841.9	4,841.9	4,841.9	4,841.9	4,841.9	4,841.9	4,841.9	4,841.9	**$58,103**
	Total Insurance	$4,842	$4,842	$4,842	$4,842	$4,842	$4,842	$4,842	$4,842	$4,842	$4,842	$4,842	$4,842	**$58,103**
Operations and Housekeeping Services														
5501	Utilities	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5502	Janitorial/Trash Removal	8,416.7	8,416.7	8,416.7	8,416.7	8,416.7	8,416.7	8,416.7	8,416.7	8,416.7	8,416.7	8,416.7	8,416.7	**$101,000**
5503	Security	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Ops and Housekeeping	$8,417	$8,417	$8,417	$8,417	$8,417	$8,417	$8,417	$8,417	$8,417	$8,417	$8,417	$8,417	**$101,000**

Judy Ivie Burton Technology Academy High School

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
Rentals, Leases, and Repairs														
5600	Rentals, Leases and Repairs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5601	Rent	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	**$553,363**
5602	Additional Rent	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	**$255,606**
5603	Equipment Leases	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	**$7,000**
5604	Other Leases (Parking)	$47	$47	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$93**
5605	Real/Personal Property Taxes	$1,402	$1,402	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$2,805**
5606	Venue Rentals	3,458.3	3,458.3	3,458.3	3,458.3	3,458.3	3,458.3	3,458.3	3,458.3	3,458.3	3,458.3	3,458.3	3,458.3	**$41,500**
5610	Repairs and Maintenance	$10,195	$10,195	$10,195	$10,195	$10,195	$10,195	$10,195	$10,195	$10,195	$10,195	$10,195	$10,195	**$122,344**
	Total Rentals, Leases and Repairs	$83,100	$83,100	$81,651	$81,651	$81,651	$81,651	$81,651	$81,651	$81,651	$81,651	$81,651	$81,651	**$982,710**
Transfers of Direct Costs														
5710	Transfer of Direct Costs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5750	Transfer of Direct Costs - Interfund	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Professional/Consulting Services and Operating Expenditures														
5801	General Operating Expenditures (Before FY17: IT)	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5802	Accounting - Professional and Consulting Services	1,077.3	1,077.3	1,077.3	1,077.3	1,077.3	1,077.3	1,077.3	1,077.3	1,077.3	1,077.3	1,077.3	1,077.3	**$12,928**
5803	Legal- Professional and Consulting Services	19,989.6	19,989.6	19,989.6	19,989.6	19,989.6	19,989.6	19,989.6	19,989.6	19,989.6	19,989.6	19,989.6	19,989.6	**$239,875**
5805	General - Professional and Consulting Services	37,163.1	37,163.1	37,163.1	37,163.1	37,163.1	37,163.1	37,163.1	37,163.1	37,163.1	37,163.1	37,163.1	37,163.1	**$445,958**
5807	IT Services - Professional and Consulting Services	2,349.5	2,349.5	2,349.5	2,349.5	2,349.5	2,349.5	2,349.5	2,349.5	2,349.5	2,349.5	2,349.5	2,349.5	**$28,194**
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5811	Administrative Services Fee	$58,045	$78,700	$207,830	$98,116	$101,918	$115,401	$230,908	$100,057	$185,470	$84,525	$96,560	$199,680	**$1,557,212**
5812	District Oversight Fee	$3,659	$4,688	$6,449	$6,449	$6,449	$6,449	$6,449	$6,563	$5,648	$5,648	$5,648	$5,648	**$69,744**
5813	LACOE Fees	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5814	SELPA Fees	$8,531	$17,062	$14,218	$14,218	$14,218	$14,218	$14,218	$15,166	$7,583	$7,583	$7,583	$7,583	**$142,180**
5815	Rent Equalization Fee(Credit)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5817	Other taxes and fees	84.2	84.2	84.2	84.2	84.2	84.2	84.2	84.2	84.2	84.2	84.2	84.2	**$1,010**
5821	Professional Development Reimbursement	39.8	39.8	39.8	39.8	39.8	39.8	39.8	39.8	39.8	39.8	39.8	39.8	**$478**
5822	Temporary Administrative Support	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5831	Food or Catering Services	5,050.0	5,050.0	5,050.0	5,050.0	5,050.0	5,050.0	5,050.0	5,050.0	5,050.0	5,050.0	5,050.0	5,050.0	**$60,600**
5832	Entrance Fees	1,767.5	1,767.5	1,767.5	1,767.5	1,767.5	1,767.5	1,767.5	1,767.5	1,767.5	1,767.5	1,767.5	1,767.5	**$21,210**
5833	Transportation Services	5,891.7	5,891.7	5,891.7	5,891.7	5,891.7	5,891.7	5,891.7	5,891.7	5,891.7	5,891.7	5,891.7	5,891.7	**$70,700**
5834	Software - Operating	5,195.3	5,195.3	5,195.3	5,195.3	5,195.3	5,195.3	5,195.3	5,195.3	5,195.3	5,195.3	5,195.3	5,195.3	**$62,344**
5835	Printing - General	252.5	252.5	252.5	252.5	252.5	252.5	252.5	252.5	252.5	252.5	252.5	252.5	**$3,030**
5840	Scholarship Expense	252.5	252.5	252.5	252.5	252.5	252.5	252.5	252.5	252.5	252.5	252.5	252.5	**$3,030**
5841	Mentorship Program Awards	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5842	Relocation	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5899	Pledge Write Off	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Professional Services and Opering Exp.	$149,348	$179,563	$307,610	$197,895	$201,698	$215,180	$330,688	$200,899	$277,814	$176,869	$188,904	$292,024	**$2,718,492**

Judy Ivie Burton Technology Academy High School

		Prior Year P2 and PENSEC Estimates						P-1				P-2	
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
Communications														
5901	General Communications	6,895.9	6,895.9	6,895.9	6,895.9	6,895.9	6,895.9	6,895.9	6,895.9	6,895.9	6,895.9	6,895.9	6,895.9	**$82,751**
5902	Postage and Shipping	420.8	420.8	420.8	420.8	420.8	420.8	420.8	420.8	420.8	420.8	420.8	420.8	**$5,050**
5903	Job Advertising	673.3	673.3	673.3	673.3	673.3	673.3	673.3	673.3	673.3	673.3	673.3	673.3	**$8,080**
	Total Communications	$7,990	$7,990	$7,990	$7,990	$7,990	$7,990	$7,990	$7,990	$7,990	$7,990	$7,990	$7,990	**$95,881**
Depreciation														
6900	Depreciation Expense	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	**$205,903**
	Total depreciation	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$205,903
Interest														
7438	Interest Expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total interest	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Expenses		**$672,672**	**$1,051,365**	**$1,195,402**	**$1,085,688**	**$1,089,490**	**$1,102,973**	**$1,218,480**	**$1,088,691**	**$1,165,606**	**$1,064,661**	**$1,076,696**	**$1,179,816**	**$12,991,540**
Monthly Surplus (Deficit)		**($186,218)**	**($392,323)**	**$539,726**	**($265,078)**	**($237,660)**	**($139,019)**	**$708,035**	**($252,833)**	**$381,795**	**($357,540)**	**($268,818)**	**$489,020**	**$19,088**
Net Asset Reserves		**$15,224,784**	**$14,832,461**	**$15,372,188**	**$15,107,109**	**$14,869,450**	**$14,730,430**	**$15,438,465**	**$15,185,632**	**$15,567,427**	**$15,209,887**	**$14,941,069**	**$15,430,090**	**$15,430,090**
Cash Flow Adjustments														
Monthly Surplus (Deficit)		($186,218)	($392,323)	$539,726	($265,078)	($237,660)	($139,019)	$708,035	($252,833)	$381,795	($357,540)	($268,818)	$489,020	**$19,088**
Cash flows from operating activities:														
	Depreciation/amortization	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	**$205,903**
	Public funding receivables, net	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Grants, contributions and pledges receivable, net	($473)	($591)	($591)	($532)	($414)	($355)	($355)	($296)	($236)	($473)	($591)	($1,005)	**($5,911)**
	Due to/from related parties	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Prepaid expenses	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	**$50,936**
	Deferred Rent Receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Other assets	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Accounts payable and accrued expenses	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Accrued Admin. Svc. Fee	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Deferred Rent	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total	**($165,288)**	**($371,511)**	**$560,538**	**($244,207)**	**($216,670)**	**($117,971)**	**$729,083**	**($231,725)**	**$402,962**	**($336,609)**	**($248,005)**	**$509,419**	**$270,016**
Cash flows from investing activities:														
	Purchases of property and equipment (Non-E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Purchases of property and equipment (E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Notes receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Cash flows from financing activities:														
	Principal payments of debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Proceeds from long-term debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Payments on capital lease obligation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Assets limited as to use	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Total Change in Cash		**($165,288)**	**($371,511)**	**$560,538**	**($244,207)**	**($216,670)**	**($117,971)**	**$729,083**	**($231,725)**	**$402,962**	**($336,609)**	**($248,005)**	**$509,419**	**$270,016**
Cash, Beginning of Period		$6,907,540	$6,742,252	$6,370,742	$6,931,280	$6,687,073	$6,470,403	$6,352,432	$7,081,515	$6,849,790	$7,252,752	$6,916,142	$6,668,137	$6,907,540
Cash, End of Period		**$6,742,252**	**$6,370,742**	**$6,931,280**	**$6,687,073**	**$6,470,403**	**$6,352,432**	**$7,081,515**	**$6,849,790**	**$7,252,752**	**$6,916,142**	**$6,668,137**	**$7,177,556**	**$7,177,556**
	Cash Reserves % of Budgeted Cash Expenses	*53%*	*50%*	*54%*	*52%*	*51%*	*50%*	*55%*	*54%*	*57%*	*54%*	*52%*	*56%*	*56%*

2026-2027 Monthly Forecast

Judy Ivie Burton Technology Academy High School

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Total
Revenues														
Private grants and contributions														
8980	Contributions, Unrestricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
8990	Contributions, Restricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total private grants and contributions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Federal revenue														
8181	Federal Special Education (IDEA)	$8,547	$17,095	$14,246	$14,246	$14,246	$14,246	$14,246	$15,195	$7,598	$7,598	$7,598	$7,598	**$142,457**
8220	Federal Child Nutrition	$7,107	$31,660	$31,660	$31,660	$31,660	$31,660	$31,660	$31,660	$31,660	$31,660	$31,660	$31,660	**$355,369**
8221	*Title I, Part A - Basic Low Income*	*$0*	*$0*	*$109,645*	*$0*	*$0*	*$109,645*	*$0*	*$0*	*$0*	*$0*	*$0*	*$54,822*	***$274,112***
8222	*Title II, Part D - EETT*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$28,936*	***$28,936***
8223	*Title V, Part B - Charter School Grants*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8224	*ESSER III (Part A&B)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8225														***$0***
8226														***$0***
8227	*E-Rate*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8290	Sub Total Other Federal Revenue	$0	$0	$109,645	$0	$0	$109,645	$0	$0	$0	$0	$0	$83,759	**$303,048**
	Total Federal Revenue	$15,655	$48,755	$155,551	$45,906	$45,906	$155,551	$45,906	$46,856	$39,258	$39,258	$39,258	$123,016	**$800,875**
State revenue														
8012	EPA Funding	$0	$0	$829,899	$0	$0	$0	$829,899	$0	$829,899	$0	$0	$829,899	**$3,319,597**
8012.1	*Gen. Apportionment/PY Overpayment*													***$0***
8012.2	*Gen Apportionment New Grade*	-	-	-	-	-	-	-	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8012.3	*Gen. Apportionment Continuing Charters*	*$270,809*	*$270,809*	*$487,457*	*$487,457*	*$487,457*	*$487,457*	*$487,457*	*$487,457*	*$487,457*	*$487,457*	*$487,457*	*$487,457*	***$5,416,184***
8015	General Apportionment	$270,809	$270,809	$487,457	$487,457	$487,457	$487,457	$487,457	$487,457	$487,457	$487,457	$487,457	$487,457	**$5,416,184**
8311	Mandate Block Grant	$0	$0	$0	$0	$31,686	$0	$0	$0	$0	$0	$0	$0	**$31,686**
8520	Child Nutrition	$637	$2,837	$2,837	$2,837	$2,837	$2,837	$2,837	$2,837	$2,837	$2,837	$2,837	$2,837	**$31,841**
8545	School Facilities Apportionment (SB740)	$0	$0	$0	$0	$0	$0	$300,876	$0	$0	$0	$100,292	$0	**$401,168**
8560	State Lottery	$0	$0	$0	$0	$0	$35,483	$0	$0	$35,483	$0	$0	$70,965	**$141,930**
8590	Other State Revenue	$67,500	$67,500	$67,500	$67,500	$67,500	$67,500	$67,500	$67,500	$67,500	$67,500	$67,500	$67,500	**$810,004**
8792	Special Ed Instructional Entitlement	$35,217	$70,434	$58,695	$58,695	$58,695	$58,695	$58,695	$62,608	$31,304	$31,304	$31,304	$31,304	**$586,947**
	Total State Revenue	$374,163	$411,580	$1,446,387	$616,488	$648,175	$651,971	$1,747,263	$620,401	$1,454,479	$589,098	$689,390	$1,489,962	**$10,739,357**
Local revenue														
8096	In Lieu of Property Taxes	$106,049	$212,098	$176,748	$176,748	$176,748	$176,748	$176,748	$188,531	$94,266	$94,266	$94,266	$94,266	**$1,767,480**
	Total Local Revenue	$106,049	$212,098	$176,748	$176,748	$176,748	$176,748	$176,748	$188,531	$94,266	$94,266	$94,266	$94,266	**$1,767,480**
Other revenue														
8631	Sale of Equipment and Supplies	$893	$893	$893	$893	$893	$893	$893	$893	$893	$893	$893	$893	**$10,711**
8634	Food Service Sales	$0	-	-	-	-	-	-	-	-	-	-	-	**$0**
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8699	School Fundraising	$1,898	$2,372	$2,372	$2,135	$1,660	$1,423	$1,423	$1,186	$949	$1,898	$2,372	$4,033	**$23,721**
	Total Other Revenue	$2,790	$3,265	$3,265	$3,027	$2,553	$2,316	$2,316	$2,079	$1,841	$2,790	$3,265	$4,925	**$34,432**
Total Revenue		**$498,657**	**$675,697**	**$1,781,951**	**$842,170**	**$873,382**	**$986,585**	**$1,972,233**	**$857,867**	**$1,589,844**	**$725,411**	**$826,178**	**$1,712,169**	$13,342,144
Expenses														
Salaries														
1110	Certificated Teachers' Salaries	$26,250	$281,281	$281,281	$281,281	$281,281	$281,281	$281,281	$281,281	$281,281	$281,281	$281,281	$281,281	**$3,120,338**
1140	Certificated Teachers' Salaries – Stipends	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1210	Certificated Pupil Support Salaries – Salary	$51,476	$51,476	$51,476	$51,476	$51,476	$51,476	$51,476	$51,476	$51,476	$51,476	$51,476	$51,476	**$617,711**
1230	Certificated Pupil Support Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1310	Certificated Supervisors' and Administrators' Salaries	$53,738	$53,738	$53,738	$53,738	$53,738	$53,738	$53,738	$53,738	$53,738	$53,738	$53,738	$53,738	**$644,861**
1330	Certificated Supervisors' and Administrators' Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1910	Other Certificated Salaries – Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1930	Other Certificated Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2110	Classified Instructional Salaries - Salary	$0	$20,140	$20,140	$20,140	$20,140	$20,140	$20,140	$20,140	$20,140	$20,140	$20,140	$20,140	**$221,543**
2120	Classified Instructional Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2130	Classified Instructional Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2210	Classified Support Salaries - Salary	$4,819	$4,819	$4,819	$4,819	$4,819	$4,819	$4,819	$4,819	$4,819	$4,819	$4,819	$4,819	**$57,834**
2220	Classified Support Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2230	Classified Support Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2310	Classified Supervisors' and Administrators' Salaries - Salary	$25,255	$25,255	$25,255	$25,255	$25,255	$25,255	$25,255	$25,255	$25,255	$25,255	$25,255	$25,255	**$303,058**
2320	Classified Supervisors' and Administrators' Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2330	Classified Supervisors' and Administrators' Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2410	Clerical, Technical, and Office Staff Salaries - Salary	$13,969	$13,969	$13,969	$13,969	$13,969	$13,969	$13,969	$13,969	$13,969	$13,969	$13,969	$13,969	**$167,626**
2420	Clerical, Technical, and Office Staff Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2430	Clerical, Technical, and Office Staff Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2910	Other Classified Salaries - Salary	$9,071	$9,071	$9,071	$9,071	$9,071	$9,071	$9,071	$9,071	$9,071	$9,071	$9,071	$9,071	**$108,852**
2920	Other Classified Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2930	Other Classified Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Salaries	$184,578	$459,749	$459,749	$459,749	$459,749	$459,749	$459,749	$459,749	$459,749	$459,749	$459,749	$459,749 #	**$5,241,823**

Judy Ivie Burton Technology Academy High School

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Total
Benefits														
3101	STRS, certificated positions	$25,110	$73,821	$73,821	$73,821	$73,821	$73,821	$73,821	$73,821	$73,821	$73,821	$73,821	$73,821	**$837,136**
3202	PERS, classified positions	$14,766	$20,365	$20,365	$20,365	$20,365	$20,365	$20,365	$20,365	$20,365	$20,365	$20,365	$20,365	**$238,778**
3301	OASDI certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3302	OASDI, classified positions	$3,293	$4,542	$4,542	$4,542	$4,542	$4,542	$4,542	$4,542	$4,542	$4,542	$4,542	$4,542	**$53,253**
3311	Medicare certificated positions	$1,160	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	$5,150	**$57,808**
3312	Medicare, classified positions	$770	$1,062	$1,062	$1,062	$1,062	$1,062	$1,062	$1,062	$1,062	$1,062	$1,062	$1,062	**$12,454**
3401	Health and Welfare, certificated positions	$48,546	$48,546	$48,546	$48,546	$48,546	$48,546	$48,546	$48,546	$48,546	$48,546	$48,546	$48,546	**$582,557**
3402	Health and Welfare, classified positions	$13,792	$13,792	$13,792	$13,792	$13,792	$13,792	$13,792	$13,792	$13,792	$13,792	$13,792	$13,792	**$165,499**
3501	State Unemployment, certificated positions	$3,183	$3,183	$3,183	$3,183	$3,183	$3,183	$3,183	$3,183	$3,183	$3,183	$3,183	$3,183	**$38,192**
3502	State Unemployment, classified positions	$904	$904	$904	$904	$904	$904	$904	$904	$904	$904	$904	$904	**$10,850**
3601	Workers' Compensation Insurance, certificated positions	$800	$3,552	$3,552	$3,552	$3,552	$3,552	$3,552	$3,552	$3,552	$3,552	$3,552	$3,552	**$39,867**
3602	Workers' Compensation Insurance, classified positions	$531	$733	$733	$733	$733	$733	$733	$733	$733	$733	$733	$733	**$8,589**
3901	Other Benefits, certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3902	Other Benefits, classified positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Benefits	$112,854	$175,648	$175,648	$175,648	$175,648	$175,648	$175,648	$175,648	$175,648	$175,648	$175,648	$175,648	**$2,044,983**
Books and supplies														
4101	Textbooks and Core Curricula Materials	5,133.7	5,133.7	5,133.7	5,133.7	5,133.7	5,133.7	5,133.7	5,133.7	5,133.7	5,133.7	5,133.7	5,133.7	**$61,604**
4102	Software – Instructional	8,493.1	8,493.1	8,493.1	8,493.1	8,493.1	8,493.1	8,493.1	8,493.1	8,493.1	8,493.1	8,493.1	8,493.1	**$101,917**
4200	Books and Other Reference Materials	297.5	297.5	297.5	297.5	297.5	297.5	297.5	297.5	297.5	297.5	297.5	297.5	**$3,570**
4301	College Prep	2,550.3	2,550.3	2,550.3	2,550.3	2,550.3	2,550.3	2,550.3	2,550.3	2,550.3	2,550.3	2,550.3	2,550.3	**$30,603**
4302	Other Materials and Supplies	8,805.9	8,805.9	8,805.9	8,805.9	8,805.9	8,805.9	8,805.9	8,805.9	8,805.9	8,805.9	8,805.9	8,805.9	**$105,671**
4304	Uniforms	5,950.6	5,950.6	5,950.6	5,950.6	5,950.6	5,950.6	5,950.6	5,950.6	5,950.6	5,950.6	5,950.6	5,950.6	**$71,407**
4400	Noncapitalized Equipment	9,515.8	9,515.8	9,515.8	9,515.8	9,515.8	9,515.8	9,515.8	9,515.8	9,515.8	9,515.8	9,515.8	9,515.8	**$114,190**
4700	Food (Child Nutrition) (FY 17: Food Services)	$0	$19,554	$37,153	$37,153	$37,153	$37,153	$37,153	$37,153	$37,153	$37,153	$37,153	$37,153	**$391,083**
	Total Books and Supplies	$40,747	$60,301	$77,900	$77,900	$77,900	$77,900	$77,900	$77,900	$77,900	$77,900	$77,900	$77,900	**$880,045**
Subagreement services														
5101	Subagreements for Services (FY 17: Nursing)	25,967.8	25,967.8	25,967.8	25,967.8	25,967.8	25,967.8	25,967.8	25,967.8	25,967.8	25,967.8	25,967.8	25,967.8	**$311,613**
5102	Special Education (Subagreement/Contract)	11,476.1	11,476.1	11,476.1	11,476.1	11,476.1	11,476.1	11,476.1	11,476.1	11,476.1	11,476.1	11,476.1	11,476.1	**$137,714**
5103	Substitute Teacher (Subagreement/Contract)	17,001.7	17,001.7	17,001.7	17,001.7	17,001.7	17,001.7	17,001.7	17,001.7	17,001.7	17,001.7	17,001.7	17,001.7	**$204,020**
5104	Transportation (Subagreement/Contract)	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5105	Security (Subagreement/Contract)	6,375.6	6,375.6	6,375.6	6,375.6	6,375.6	6,375.6	6,375.6	6,375.6	6,375.6	6,375.6	6,375.6	6,375.6	**$76,508**
5106	Printing (Subagreement/Contract)	850.1	850.1	850.1	850.1	850.1	850.1	850.1	850.1	850.1	850.1	850.1	850.1	**$10,201**
5107	After-School Programs (Subagreement/Contract)	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Subagreement Services	$61,671	$61,671	$61,671	$61,671	$61,671	$61,671	$61,671	$61,671	$61,671	$61,671	$61,671	$61,671	**$740,055**
Travel and Conference														
5231	General Travel and Conference	20.6	20.6	20.6	20.6	20.6	20.6	20.6	20.6	20.6	20.6	20.6	20.6	**$247**
5232	Conference and Training Entrance Fees	6,015.6	6,015.6	6,015.6	6,015.6	6,015.6	6,015.6	6,015.6	6,015.6	6,015.6	6,015.6	6,015.6	6,015.6	**$72,187**
5233	Mileage	170.0	170.0	170.0	170.0	170.0	170.0	170.0	170.0	170.0	170.0	170.0	170.0	**$2,040**
5234	Ground Transportation	127.5	127.5	127.5	127.5	127.5	127.5	127.5	127.5	127.5	127.5	127.5	127.5	**$1,530**
5235	Air Travel	255.0	255.0	255.0	255.0	255.0	255.0	255.0	255.0	255.0	255.0	255.0	255.0	**$3,060**
5236	Hotel and Accommodation	297.5	297.5	297.5	297.5	297.5	297.5	297.5	297.5	297.5	297.5	297.5	297.5	**$3,570**
5237	Business Meals	573.8	573.8	573.8	573.8	573.8	573.8	573.8	573.8	573.8	573.8	573.8	573.8	**$6,886**
	Total Travel and Conference	$7,460	$7,460	$7,460	$7,460	$7,460	$7,460	$7,460	$7,460	$7,460	$7,460	$7,460	$7,460	**$89,522**
Dues & Memberships														
5300	Dues & Memberships	2,490.7	2,490.7	2,490.7	2,490.7	2,490.7	2,490.7	2,490.7	2,490.7	2,490.7	2,490.7	2,490.7	2,490.7	**$29,889**
	Total Travel and Conference	$2,491	$2,491	$2,491	$2,491	$2,491	$2,491	$2,491	$2,491	$2,491	$2,491	$2,491	$2,491	**$29,889**
Insurance														
5400	Insurance	4,890.4	4,890.4	4,890.4	4,890.4	4,890.4	4,890.4	4,890.4	4,890.4	4,890.4	4,890.4	4,890.4	4,890.4	**$58,684**
	Total Insurance	$4,890	$4,890	$4,890	$4,890	$4,890	$4,890	$4,890	$4,890	$4,890	$4,890	$4,890	$4,890	**$58,684**
Operations and Housekeeping Services														
5501	Utilities	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5502	Janitorial/Trash Removal	8,500.8	8,500.8	8,500.8	8,500.8	8,500.8	8,500.8	8,500.8	8,500.8	8,500.8	8,500.8	8,500.8	8,500.8	**$102,010**
5503	Security	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Ops and Housekeeping	$8,501	$8,501	$8,501	$8,501	$8,501	$8,501	$8,501	$8,501	$8,501	$8,501	$8,501	$8,501	**$102,010**
Rentals, Leases, and Repairs														
5600	Rentals, Leases and Repairs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5601	Rent	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	$46,114	**$553,363**
5602	Additional Rent	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	$21,300	**$255,606**
5603	Equipment Leases	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	**$7,000**
5604	Other Leases (Parking)	$47	$47	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$93**
5605	Real/Personal Property Taxes	$1,402	$1,402	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$2,805**
5606	Venue Rentals	3,458.3	3,458.3	3,458.3	3,458.3	3,458.3	3,458.3	3,458.3	3,458.3	3,458.3	3,458.3	3,458.3	3,458.3	**$41,500**
5610	Repairs and Maintenance	$10,195	$10,195	$10,195	$10,195	$10,195	$10,195	$10,195	$10,195	$10,195	$10,195	$10,195	$10,195	**$122,344**
	Total Rentals, Leases and Repairs	$83,100	$83,100	$81,651	$81,651	$81,651	$81,651	$81,651	$81,651	$81,651	$81,651	$81,651	$81,651	**$982,710**
Transfers of Direct Costs														
5710	Transfer of Direct Costs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5750	Transfer of Direct Costs - Interfund	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**

Judy Ivie Burton Technology Academy High School

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Total
Professional/Consulting Services and Operating Expenditures														
5801	General Operating Expenditures (Before FY17: IT)	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5802	Accounting - Professional and Consulting Services	1,088.1	1,088.1	1,088.1	1,088.1	1,088.1	1,088.1	1,088.1	1,088.1	1,088.1	1,088.1	1,088.1	1,088.1	**$13,057**
5803	Legal- Professional and Consulting Services	20,189.5	20,189.5	20,189.5	20,189.5	20,189.5	20,189.5	20,189.5	20,189.5	20,189.5	20,189.5	20,189.5	20,189.5	**$242,274**
5805	General - Professional and Consulting Services	37,534.8	37,534.8	37,534.8	37,534.8	37,534.8	37,534.8	37,534.8	37,534.8	37,534.8	37,534.8	37,534.8	37,534.8	**$450,417**
5807	IT Services - Professional and Consulting Services	2,373.0	2,373.0	2,373.0	2,373.0	2,373.0	2,373.0	2,373.0	2,373.0	2,373.0	2,373.0	2,373.0	2,373.0	**$28,476**
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5811	Administrative Services Fee	$59,504	$80,692	$213,442	$100,697	$104,499	$118,112	$236,390	$102,695	$190,560	$86,715	$98,750	$204,869	**$1,596,925**
5812	District Oversight Fee	$3,769	$4,829	$6,642	$6,642	$6,642	$6,642	$6,642	$6,760	$5,817	$5,817	$5,817	$5,817	**$71,837**
5813	LACOE Fees	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5814	SELPA Fees	$8,753	$17,506	$14,588	$14,588	$14,588	$14,588	$14,588	$15,561	$7,780	$7,780	$7,780	$7,780	**$145,881**
5815	Rent Equalization Fee(Credit)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5817	Other taxes and fees	85.0	85.0	85.0	85.0	85.0	85.0	85.0	85.0	85.0	85.0	85.0	85.0	**$1,020**
5821	Professional Development Reimbursement	40.2	40.2	40.2	40.2	40.2	40.2	40.2	40.2	40.2	40.2	40.2	40.2	**$483**
5822	Temporary Administrative Support	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5831	Food or Catering Services	5,100.5	5,100.5	5,100.5	5,100.5	5,100.5	5,100.5	5,100.5	5,100.5	5,100.5	5,100.5	5,100.5	5,100.5	**$61,206**
5832	Entrance Fees	1,785.2	1,785.2	1,785.2	1,785.2	1,785.2	1,785.2	1,785.2	1,785.2	1,785.2	1,785.2	1,785.2	1,785.2	**$21,422**
5833	Transportation Services	5,950.6	5,950.6	5,950.6	5,950.6	5,950.6	5,950.6	5,950.6	5,950.6	5,950.6	5,950.6	5,950.6	5,950.6	**$71,407**
5834	Software - Operating	5,247.3	5,247.3	5,247.3	5,247.3	5,247.3	5,247.3	5,247.3	5,247.3	5,247.3	5,247.3	5,247.3	5,247.3	**$62,967**
5835	Printing - General	255.0	255.0	255.0	255.0	255.0	255.0	255.0	255.0	255.0	255.0	255.0	255.0	**$3,060**
5840	Scholarship Expense	255.0	255.0	255.0	255.0	255.0	255.0	255.0	255.0	255.0	255.0	255.0	255.0	**$3,060**
5841	Mentorship Program Awards	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5842	Relocation	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5899	Pledge Write Off	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Professional Services and Opering Exp.	$151,930	$182,931	$314,577	$201,831	$205,634	$219,247	$337,524	$204,919	$284,062	$180,216	$192,251	$298,371	**$2,773,493**
Communications														
5901	General Communications	6,964.8	6,964.8	6,964.8	6,964.8	6,964.8	6,964.8	6,964.8	6,964.8	6,964.8	6,964.8	6,964.8	6,964.8	**$83,578**
5902	Postage and Shipping	425.0	425.0	425.0	425.0	425.0	425.0	425.0	425.0	425.0	425.0	425.0	425.0	**$5,101**
5903	Job Advertising	680.1	680.1	680.1	680.1	680.1	680.1	680.1	680.1	680.1	680.1	680.1	680.1	**$8,161**
	Total Communications	$8,070	$8,070	$8,070	$8,070	$8,070	$8,070	$8,070	$8,070	$8,070	$8,070	$8,070	$8,070	**$96,839**
Depreciation														
6900	Depreciation Expense	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	**$205,903**
	Total depreciation	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$205,903
Interest														
7438	Interest Expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total interest	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Expenses		**$683,451**	**$1,071,971**	**$1,219,767**	**$1,107,021**	**$1,110,824**	**$1,124,437**	**$1,242,714**	**$1,110,109**	**$1,189,252**	**$1,085,406**	**$1,097,441**	**$1,203,561**	**$13,245,956**
Monthly Surplus (Deficit)		**($184,794)**	**($396,274)**	**$562,184**	**($264,852)**	**($237,442)**	**($137,851)**	**$729,519**	**($252,243)**	**$400,592**	**($359,995)**	**($271,264)**	**$508,608**	**$96,188**
Net Asset Reserves		**$15,430,090**	**$15,033,816**	**$15,596,000**	**$15,331,148**	**$15,093,706**	**$14,955,854**	**$15,685,373**	**$15,433,131**	**$15,833,722**	**$15,473,727**	**$15,202,464**	**$15,711,072**	**$15,711,072**

Judy Ivie Burton Technology Academy High School

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Total
Cash Flow Adjustments													
Monthly Surplus (Deficit)	($184,794)	($396,274)	$562,184	($264,852)	($237,442)	($137,851)	$729,519	($252,243)	$400,592	($359,995)	($271,264)	$508,608	**$96,188**
Cash flows from operating activities:													
Depreciation/amortization	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	$17,159	**$205,903**
Public funding receivables, net	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Grants, contributions and pledges receivable, net	($473)	($591)	($591)	($532)	($414)	($355)	($355)	($296)	($236)	($473)	($591)	($1,005)	**($5,911)**
Due to/from related parties	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Prepaid expenses	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	**$50,936**
Deferred Rent Receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Other assets	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Accounts payable and accrued expenses	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Accrued Admin. Svc. Fee	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Deferred Rent	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**($163,864)**	**($375,462)**	**$582,996**	**($243,981)**	**($216,453)**	**($116,803)**	**$750,567**	**($231,135)**	**$421,759**	**($339,065)**	**($250,452)**	**$529,006**	**$347,116**
Cash flows from investing activities:													
Purchases of property and equipment (Non-E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Purchases of property and equipment (E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Notes receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Cash flows from financing activities:													
Principal payments of debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Proceeds from long-term debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Payments on capital lease obligation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Assets limited as to use	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Total Change in Cash	**($163,864)**	**($375,462)**	**$582,996**	**($243,981)**	**($216,453)**	**($116,803)**	**$750,567**	**($231,135)**	**$421,759**	**($339,065)**	**($250,452)**	**$529,006**	**$347,116**
Cash, Beginning of Period	$7,177,556	$7,013,692	$6,638,230	$7,221,226	$6,977,246	$6,760,793	$6,643,990	$7,394,557	$7,163,423	$7,585,181	$7,246,117	$6,995,665	$7,177,556
Cash, End of Period	**$7,013,692**	**$6,638,230**	**$7,221,226**	**$6,977,246**	**$6,760,793**	**$6,643,990**	**$7,394,557**	**$7,163,423**	**$7,585,181**	**$7,246,117**	**$6,995,665**	**$7,524,671**	**$7,524,671**
Cash Reserves % of Budgeted Cash Expenses	*54%*	*51%*	*55%*	*54%*	*52%*	*51%*	*57%*	*55%*	*58%*	*56%*	*54%*	*58%*	*58%*

Los Angeles Unified School District

Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Updated August 11, 2020

LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division
333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017
213-241-0399

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Federal, State and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Dear Applicants:

On the following pages, you will find the "Federal, State, and District Required Language" ("FSDRL") that must be included in a comprehensive independent charter school petition.*****

Please follow the instructions below:

- ❒ Check the Charter Schools Division website (http://charterschools.lausd.net) to ensure that this document is the current version of the FSDRL, as it may be changed from time to time.

- ❒ Provide the "Assurances, Affirmations, and Declarations" page (the first two pages of the FSDRL) at the beginning of the petition, immediately after the table of contents.

- ❒ Place the FSDRL for each Element at the beginning of the Element under the Element heading. Use the Element headings provided in the FSDRL, including the statutory language for each Element.

- ❒ Highlight all FSDRL in gray, as shown here, to facilitate easy identification of the FSDRL within the petition. Do not highlight any other text in gray.

- ❒ On the "Assurances, Affirmations, and Declarations" page, replace "[Charter School]" with the name of the proposed charter school and replace "[short form of school name]" with an appropriate identifier.

- ❒ **Do not add, delete, or change any provision of the FSDRL other than the instruction above.**

- ❒ **Ensure that all other provisions in the charter petition do not duplicate and are otherwise consistent with the provisions of the FSDRL.**

***NOTE: Public School Choice (PSC) charter schools seeking renewal must include in their renewal petitions the PSC-specific version of the FSDRL. Other charter schools, such as conversion independent and non-classroom based charter schools, may be required to include context-specific FSDRL as well.**

Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as "[short form of school name]" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 – The Educational Program

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 47605(c)(5)(A)(i).)**

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." **(Ed. Code § 47605(c)(5)(A)(ii).)**

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." **(Ed. Code § 47605(c)(5)(A)(iii).)**

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on

sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard Engish Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place

to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special EducationPolicies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(c)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued

enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall rquire all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and dettraermined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual,

transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner,

neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

***"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."* (Ed. Code § 47605(c)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services

to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily

removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." **(Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or

within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail,

or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School Name]
[Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

   Director/Principal
   [Charter School]
   [Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15)

business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the

Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district,

enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation

undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as

other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

    (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

    (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

    (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

    (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an

appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles

Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificatesof insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission

of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

Return to Order of Business

TAB 24

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-160-24/25, **Version:** 1

Approval of the Proposed Material Revision for Alliance College-Ready Middle Academy 4
January 14, 2025
Charter Schools Division

Action Proposed:
Approve the material revision of the charter for Alliance College-Ready Middle Academy 4 ("Charter School"), to add an additional site within the community, as defined in the LAUSD Policy and Procedures for Charter Schools. The proposed additional site is located at 9701 S. Main Street, Los Angeles, CA 90003 in Board District 7 and Region South. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance College-Ready Middle Academy 4 is a 6-8 school currently serving 488 students on a private facility at 9719 S. Main Street, Los Angeles, CA, 90003 in Board District 7 and Region South. Alliance College-Ready Middle Academy 4 was approved by the LAUSD Board of Education on April 14, 2009. On September 25, 2018, the charter school was renewed for another five-year term to serve up to 450 students in grades 6-8.

On September 17, 2024, the Charter Schools Division commenced processing of Alliance College-Ready Middle Academy 4's complete material revision. Alliance College-Ready Middle Academy 4 seeks to revise its current charter, which expires June 30, 2027.

Based on a comprehensive review of the material revision application and supporting documentation, staff has determined that the charter school has met the standards and criteria set forth in Education Code section 47605 (see Ed. Code, §47607(b)) and therefore recommends approval of the material revision of the charter.

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

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the material revision of the charter, Charter School would continue to operate as a charter school, as amended, for the remainder of the charter term.

"No" - If the Board does not adopt the recommendation of approval of the material revision of the charter, and instead takes specific action to deny the proposed material revision of the charter, Charter School would continue to operate under the terms of its current charter consistently with the Board's action and direction.

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

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

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

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

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

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

Equity Impact:
Not applicable

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance College-Ready Middle Academy 4 Data Set
Attachment C - Material Revision

Budget will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/14bDChfRXtP66bb1LHwCZ2C-ZsJxlCsc7?usp=sharing>

Informatives:
Not applicable

Submitted:
12/10/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

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STAFF ASSESSMENT AND RECOMMENDATION REPORT
REQUEST FOR MATERIAL REVISION OF CHARTER

Board of Education Report 160-24/25
January 14, 2025

School Name:	**Alliance College-Ready Middle Academy 4**		
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**5160**		
Type of Site(s):	**Private**		
Site Address(es):	**9719 S. Main Street, Los Angeles, CA 90003**		
Board District(s):	**7**	Region(s):	**South**
Grade Levels Served:	**6-8**	Current Enrollment:	**488**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**450**
CONSIDERATION:	**Material Revision to add an additional site**		
CDE PERFORMANCE LEVEL: (PER CDE'S 2024 CLASSIFICATION)	**Middle Performing**		
CURRENT CHARTER TERM	**2019-2027**		
STAFF RECOMMENDATION:	**Approval**		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the proposed material revision of the charter for Alliance College-Ready Middle Academy 4 ("ACRMA4" or "Charter School"), a 6-8 middle school located in Board District 7 and Region South, to add an additional site within the community, as defined in the *LAUSD Policy and Procedures for Charter Schools*. The proposed additional site is located at 9701 S. Main Street, Los Angeles, CA 90003 in Board District 7 and Region South.

Alliance College-Ready Public Schools, the California nonprofit public benefit corporation that holds the charter under the ultimate direction of the board of directors, seeks the proposed additional site to make more outdoor space available to students and to construct a facility to house additional classrooms and a multipurpose space.

II. STANDARDS AND CRITERIA FOR MATERIAL REVISIONS

Material revisions are governed by the same standards and criteria that apply to new petitions (See Ed. Code, §§47605 and 47607). If the material revision contains a request to expand to one or more additional sites, or to add grade levels, staff must also determine whether the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (See Ed. Code, § 47605(c)(7); Ed. Code, § 47607(a)(3) and (4)), and whether LAUSD is positioned to absorb the fiscal impact of the charter school expansion. (See Ed. Code, § 47605(c)(8); Ed. Code § 47607(a)(3) and (4).) Based on a comprehensive

review of the material revision application, staff has determined that the charter school has met the standards and criteria for approval [described in Education Code section 47605] or were determined not to be a basis for denial of the material revision application. Staff analysis includes the following:

- Does the petition, as revised, include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?
  These criteria have been determined not to be bases for denial.

- 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.

- Is the proposed charter school demonstrably likely to serve the interests of the entire community in which the school is proposing to locate? (Ed. Code, § 47605(c)(7).)
  Not applicable.

- Is the school district positioned to absorb the fiscal impact of the proposed charter school? (Ed. Code, § 47605(c)(8).)
  Not applicable.

III. GENERAL SCHOOL INFORMATION

A. Charter Details

	Alliance College-Ready Middle Academy 4
Initial Authorization:	On April 14, 2009, Alliance College-Ready Middle Academy 4 (formerly named College Ready Middle Academy #4) was authorized by the LAUSD Board of Education to serve 375 students in grades 6-8.
Most Recent Renewal	The charter was renewed on September 25, 2018, for a five-year term (July 1, 2019- June 30, 2024) to serve up to 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance College-Ready Middle Academy 4 expires June 30, 2027.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 12, 2019 to amend the corporate structure and governance model.
Board Benchmarks in Current Charter Term:	On September 25, 2018, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Alliance College-Ready Middle Academy 4:

	Alliance College-Ready Middle Academy 4
	1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in English Language Arts (ELA) as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. 2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. 3. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "Students with Disabilities" in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. Please see the "Additional Information" section below.
Material Revision Application:	The processing of ACRMA4's complete material revision application commenced on September 17, 2024. Pursuant to the *LAUSD Policy and Procedures for Charter Schools*, the 120-day timeline (for presenting the material revision once processing commences) runs through January 14, 2025.
Master Plan for English Learners and Standard English Learners:	ACRMA4 implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	ACRMA4 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

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

Alliance College-Ready Middle Academy 4 is operated by Alliance College-Ready Public Schools, a California nonprofit public benefit corporation that also operates 22 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. <u>Summary</u>

ACRMA4 has been identified by the state as a Middle performing charter school. Please see discussion of the charter school's record of academic performance below.

Please see the attached Alliance College-Ready Middle Academy 4 Data Set.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels 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.

Alliance College Ready Middle Academy 4 Dashboard Indicators

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

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

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and higher than the state for two of four numerically significant student groups. In 2023 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for two of four numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for four of five numerically significant student groups.

Alliance College Ready Middle Academy 4 - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-20.4**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-20.1	Low	-38.6	Higher
English Learner	Met	Low	-64.8	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-21.1	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-111.9	Very Low	-97.3	Lower

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

Alliance College Ready Middle Academy 4 - English Language Arts Indicator - 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**	**-26.3**	**-5.9**	**Orange**	**-13.6**	**Lower**
Latino	Met	Orange	-25.9	-5.8	Orange	-40.2	Higher
English Learner	Met	Red	-77.5	-12.7	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-25.9	-4.8	Orange	-42.6	Higher
Students with Disabilities	Met	Orange	-105.6	6.3	Red	-96.3	Lower

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

Alliance College Ready Middle Academy 4 - English Language Arts Indicator - 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**	**Yellow**	**-15.0**	**11.3**	**Orange**	**-13.2**	**Lower**
Latino	Met	Yellow	-14.4	11.5	Orange	-39.3	Higher
English Learner	Met	Yellow	-58.5	19.1	Orange	-67.6	Higher
Long-Term English Learner	Met	Red	-99.5	-2.0	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-15.5	10.5	Orange	-40.9	Higher
Students with Disabilities	Met	Orange	-100.3	5.3	Red	-95.6	Lower

Data Source: CA School Dashboard

d. Math Indicator

In 2022 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all four numerically significant student groups. In 2023 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for two of four student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for three of five student groups.

Alliance College Ready Middle Academy 4 - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-94.3**	**Low**	**-51.7**	**Lower**
Latino	Met	Low	-93.6	Low	-83.4	Lower
English Learner	Met	Very Low	-143.8	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Low	-94.1	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-188.0	Very Low	-130.8	Lower

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

Alliance College Ready Middle Academy 4 - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-77.5**	**16.7**	**Orange**	**-49.1**	**Lower**
Latino	Met	Yellow	-76.0	17.5	Orange	-80.8	Higher
English Learner	Met	Orange	-124.4	19.4	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Yellow	-77.6	16.5	Yellow	-80.8	Higher
Students with Disabilities	Met	Orange	-157.0	31.0	Orange	-127.3	Lower

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

Alliance College Ready Middle Academy 4 - 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	**Yellow**	**-63.0**	**14.5**	**Orange**	**-47.6**	**Lower**
Latino	Met	Yellow	-60.3	15.7	Orange	-79.2	Higher
English Learner	Met	Orange	-103.7	20.8	Orange	-93.4	Lower
Long-Term English Learner	Met	Red	-153.8	-12.2	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-63.2	14.4	Orange	-78.2	Higher
Students with Disabilities	Met	Orange	-144.1	12.9	Red	-124.3	Lower

Data Source: CA School Dashboard

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Very High was higher than the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Orange was higher than the state's color of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate. In 2024 on the ELPI, the charter school's performance color of Yellow was higher than the state's color of Orange. The charter school's English Learner Progress Rate was higher than the state's rate.

Alliance College Ready Middle Academy 4 - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Very High	69.5%	Medium	50.3%	Higher

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

Alliance College Ready Middle Academy 4 - English Learner Progress Indicator - 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	51.7%	-17.9%	Yellow	48.7%	Higher

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

Alliance College Ready Middle Academy 4 - English Learner Progress Indicator - 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	---	Yellow	51.4%	-0.3%	Orange	45.7%	Higher
Long-Term English Learner	---	Orange	48.7%	-3.8%	Orange	45.8%	Higher

Data Source: CA School Dashboard

--- As of the writing of this report, the 2024 Dashboard Participation Rate has not been publicly released

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for three of four numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for all four numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for all five numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

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

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and 2024.

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

l. Internal Assessment Data
Charter School did not submit internal assessment data for consideration.

m. Additional Information
As noted above, ACRMA4 has three (3) academic benchmarks in its current term. Please note that although the benchmarks in the current term reference similar schools, California no longer uses any form of similar school rankings for assessment or accountability.

Benchmark 1: The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in English Language Arts (ELA) as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term.

Benchmark 1 was met based on the available data for each year. Performance Level (color) was only issued by the state in two years of the current term (2022-2023 and 2023-2024), thus, change in Performance Level can only be assessed in 2023-2024. The charter school's English Learner student group's Performance Level increased from Red to Yellow between 2022-2023 and 2023-

2024. As of the writing of this report, the Resident Schools Median (RSM) data set for 2023-2024 is not available. However, the school's English Learner students' ELA performance was higher than the English Learner RSM for the two years for which data are available (2021-2022 and 2022-2023). The table below includes detailed data relating to this benchmark:

Alliance College-Ready Middle Academy 4 ELA – English Learner Student Group					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Performance Level (color)	Not available	Not available	Low*	Red	Yellow
Status (DFS)	Not available	Not available	-64.8	-77.5	-58.5
RSM	Not available	Not available	-107.1	-123.8	Not available
Benchmark Status	Not available	Not available	Met	Met	Met

* 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.

Benchmark 2: The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term.

Benchmark 2 was met for two of the three years for which data are available, based on the available data for each year. Performance Level (color) was only issued by the state in two years of the current term (2022-2023 and 2023-2024), thus, change in Performance Level can only be assessed in 2023-2024. The charter school's English Learner student group's Performance Level was Orange in both 2022-2023 and 2023-2024, and thus did not increase. As of the writing of this report, the RSM data set for 2023-2024 is not available. However, the school's English Learner students' Math performance was higher than the English Learner RSM for the two years for which data are available (2021-2022 and 2022-2023). The table below includes detailed data relating to this benchmark:

Alliance College-Ready Middle Academy 4 Math – English Learner Student Group					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Performance Level (color)	Not available	Not available	Very Low*	Orange	Orange
Status (DFS)	Not available	Not available	-143.8	-124.4	-103.7
RSM	Not available	Not available	-157.4	-162.7	Not available
Benchmark Status	Not available	Not available	Met	Met	Not Met

* 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.

Benchmark 3: The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "Students with Disabilities" in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term.

Benchmark 3 was met for one of the three years for which data are available, based on the available data for each year. Performance Level (color) was only issued by the state in two years of the current term (2022-2023 and 2023-2024), thus, change in Performance Level can only be assessed in 2023-2024. The charter school's Students with Disabilities student group's Performance Level was Orange in both 2022-2023 and 2023-2024, and thus did not increase. As of the writing of this report, the RSM data set for 2023-2024 is not available RSM. The school's Students with Disabilities' performance was lower than the Students with Disabilities RSM in 2021-2022 and higher than the Students with Disabilities RSM in 2022-2023, which are the two years for which data are available. The table below includes detailed data relating to this benchmark:

Alliance College-Ready Middle Academy 4 Math – Students with Disabilities Student Group					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Performance Level (color)	Not available	Not available	Very Low*	Orange	Orange
Status (DFS)	Not available	Not available	-188.0	-157.0	-144.1
RSM	Not available	Not available	-185.7	-187.6	Not available
Benchmark Status	Not available	Not available	Not Met	Met	Not Met

* 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.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT 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 Alliance College-Ready Middle Academy 4's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	*Developing*
2023-2024	*Developing*
Concerns	The rating of Developing in 2022-2023 and 2023-2024 were due to a majority of reported indicators that were rated at a "2" or "1."

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	*Developing*
2023-2024	*Proficient*
Concerns	The rating of Developing in 2022-2023 was a result of Alliance College-Ready Public Schools' failure to conduct child abuse-mandated reporter training for two non-school-based staff members within the requisite timelines pursuant to applicable law

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance College Ready Middle Academy 4's fiscal condition has been positive since 2019-2020 fiscal year.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	$4,498,198	$5,553,948	$5,984,934	$6,625,908	$6,340,487
Net Income/Loss	($37,508)[1]	$1,052,311	$430,986	$640,974	($285,421)[3]
Transfers In/Out	($990)[1]	$3,439[2]	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$918
Norm Enrollment[4]	452	457	464	463	466

[1] According to Alliance College-Ready Public Schools (ACRPS), the reported net loss of ($37,508) for Fiscal Year 2019-2020 was primarily attributed to some deficit spending to meet operational needs. Per ACRPS, the transfers out of ($990) represented the school's return to the State of unused

Proposition 39 funds that were part of green energy project funds that were not expended on the funded projects.

[2] The inbound money transfer of $3,439 during Fiscal Year 2020-2021 represented an adjustment for the remaining child nutrition fund balances held by the closed schools of Alliance Baxter College-Ready High and Alliance College-Ready Middle Academy 5 which were transferred to the remaining ACRPS schools.

[3] According to ACRPS, the projected net loss of ($285,421) for Fiscal Year 2023-2024 was the transition from substantial one-time COVID-related support to sustainable operations under recurring funding, and the implementation of a math pilot program.

[4] The Norm Enrollment reported by Alliance College Ready Middle Academy 4 for Fiscal Year 2024-2025 is 488. CSD staff will continue to monitor Alliance College Ready Middle Academy 4's enrollment in accordance with established procedures, and will take appropriate actions to ensure Charter School's alignment with the approved capacity.

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

c. Other Significant Fiscal Information
The 3-year budget and cash flow projections submitted with the material revision reflect positive net assets and a net loss for Fiscal Year 2024-2025 due to the transition from substantial one-time COVID-related support to sustainable operations under recurring funding, and the implementation of a math pilot program. ACRMA4's submitted budget and cash flow projections account for costs associated with the proposed facility. Despite these expenditures, the school projects positive net operating results, positive net assets, and cash reserve levels above the recommended 5% minimum for the remaining years of the current charter term (Fiscal Years 2025-2026 and 2026-2027).

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

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
23	23	$227,266,280	$ 29,991,297	$62,148,170	$11,189,771

ATTACHMENT B

Alliance College-Ready Middle Academy 4

Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
S	7	5160	Alliance College-Ready Middle Academy 4	All Students	438	-20.4	Low	-12.2	Low	Lower	441	Orange	-26.3	-5.9	Declined	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	*	No Color	--	--	No Change Level	Orange	-47.9	2	Maintained	--
				Asian	0	--	--	63	Very High	--	0	--	--	--	--	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2	Maintained	--
				English Learner	143	-64.8	Low	-61.2	Low	Lower	164	Red	-77.5	-12.7	Declined	Orange	-67.7	-6.5	Declined	Lower
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	429	-20.1	Low	-38.6	Low	Higher	429	Orange	-25.9	-5.8	Declined	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	426	-21.1	Low	-41.4	Low	Higher	436	Orange	-25.9	-4.8	Declined	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	45	-111.9	Very Low	-97.3	Very Low	Lower	57	Orange	-105.6	6.3	Increased	Red	-96.3	1.8	Maintained	Lower
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	21.9	High	--	0	--	--	--	--	Green	20.8	-1.2	Maintained	--

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

ELA Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	100%	--	--	100%	99%	--	100%	100%	100%	--	100%	100%	--	100%
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	99%	100%	--	100%	99%	--	100%	100%	99%	--	99%	100%	--	--
Participation Rate Met 2023	Yes	Yes	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--

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

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

Data Sources: California School Dashboard Research data files 2023

Alliance College-Ready Middle Academy 4

Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																		
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
S	7	5160	Alliance College-Ready Middle Academy 4	All Students	437	-94.3	Low	-51.7	Low	Lower	440	Yellow	-77.5	16.7	Increased Significantly	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	*	No Color	--	--	No Change Level	Yellow	-87.3	4.6	Increased	--
				Asian	0	--	--	48.4	Very High	--	0	--	--	--	--	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	143	-143.8	Very Low	-92.0	Low	Lower	163	Orange	-124.4	19.4	Increased Significantly	Orange	-93.4	-1.4	Maintained	Lower
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	428	-93.6	Low	-83.4	Low	Lower	428	Yellow	-76.0	17.5	Increased Significantly	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	425	-94.1	Low	-84.0	Low	Lower	435	Yellow	-77.6	16.5	Increased Significantly	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	45	-188.0	Very Low	-130.8	Very Low	Lower	56	Orange	-157.0	31.0	Increased Significantly	Orange	-127.3	5.5	Increased	Lower
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-13.4	Medium	--	0	--	--	--	--	Yellow	-11.1	2.3	Maintained	--

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

Math Participation Rate By Student Group														
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	100%	--	--	100%	99%	--	100%	100%	100%	--	100%	100%	--	100%
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	99%	100%	--	100%	98%	--	100%	100%	99%	--	99%	98%	--	--
Participation Rate Met 2023	Yes	Yes	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files 2023

Alliance College-Ready Middle Academy 4

English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator - CA School Dashboard Indicator

					2022 School			2022 State			2023 School					2023 State				
RG	BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
S	7	5160	Alliance College-Ready Middle Academy 4	English Learner	105	69.5%	Very High	50.3%	Medium	Higher	120	Orange	51.7%	-17.9%	Declined Significantly	Yellow	48.7%	-1.6%	Maintained	Higher

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

ELPAC Participation

Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation Rate Met
2022	109	109	100.0%	Yes
2023	123	121	100.0%	Yes

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

2022 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
Alliance College-Ready Middle Academy 4		State
ELs Who Progressed at Least One ELPI Level	67.6%	47.5%
ELs Who Maintained ELPI Level 4	1.9%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	21.0%	31.4%
ELs Who Decreased at Least One ELPI Level	9.5%	18.3%

2023 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
Alliance College-Ready Middle Academy 4		State
ELs Who Progressed at Least One ELPI Level	50.0%	46.4%
ELs Who Maintained ELPI Level 4	0.8%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	33.1%	32.7%
ELs Who Decreased at Least One ELPI Level	16.1%	18.6%

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

Data Sources: California School Dashboard Research data files 2023

Alliance College-Ready Middle Academy 4

Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

Chronic Absenteeism - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
S	7	5160	Alliance College-Ready Middle Academy 4	All Students	468	28.6%	Very High	30.0%	Very High	Lower	474	Yellow	17.3%	-11.3%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Lower
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	0	--	--	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	121	33.9%	Very High	33.6%	Very High	Higher	152	Yellow	21.7%	-12.2%	Declined Significantly	Yellow	26.3%	-7.3	Declined Significantly	Lower
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	457	27.1%	Very High	35.8%	Very High	Lower	461	Yellow	16.9%	-10.2%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	452	28.8%	Very High	37.4%	Very High	Lower	468	Yellow	17.5%	-11.2%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	50	34.0%	Very High	39.6%	Very High	Lower	61	Orange	31.1%	-2.9%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Lower
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	*	--	No Performance Level	21.9%	Very High	--	0	--	--	--	--	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Alliance College-Ready Middle Academy 4

Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
S	7	5160	Alliance College-Ready Middle Academy 4	All Students	471	3.0%	Medium	3.1%	Medium	Lower	485	Green	1.6%	-1.3%	Declined	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	*	No Color	--	--	No Change Level	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	*	--	No Performance Level	7.9%	High	--	11	No Color	0.0%	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	121	2.5%	Medium	3.2%	Medium	Lower	154	Orange	4.5%	2.1%	Increased	Orange	3.7%	0.5%	Increased	Higher
				Filipino	0	--	--	1.2%	Low	--	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	*	--	No Performance Level	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	459	3.1%	Medium	3.3%	Medium	Lower	469	Green	1.7%	-1.3%	Declined	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	455	3.1%	Medium	4.0%	Medium	Lower	479	Green	1.7%	-1.4%	Declined	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	50	8.0%	Medium	5.4%	High	Higher	61	Green	4.9%	-3.1%	Declined	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	0	--	--	--	--	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Alliance College-Ready Middle Academy 4

Enrollment Report

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

2023-2024 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	7	5160	Alliance College-Ready Middle Academy 4	464	97.6%	6.7%	0.2%	0.0%	1.9%	23.9%	0.0%	0.4%	1.1%	95.9%	0.0%	0.0%	1.5%	97.8%	11.9%	0.0%	0.4%
			Statewide	5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
			Los Angeles Unified	529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	7	5160	Alliance College-Ready Middle Academy 4	460	98.9%	13.9%	0.2%	0.0%	2.0%	28.5%	0.0%	0.2%	1.5%	97.4%	0.0%	0.0%	0.4%	98.9%	12.6%	0.0%	0.0%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

Alliance College-Ready Middle Academy 4

RECLASSIFICATION RATES

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

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
S	7	5160	Alliance College-Ready Middle Academy 4	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Langauge Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

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

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

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

Alliance College-Ready Middle Academy 4

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

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

					2022-2023				2023-2024			
RG	BD	Loc Code	School	English Learners	School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
S	7	5160	Alliance College-Ready Middle Academy 4	LTEL 6+ Years	55	16.5%	226,535	11.1%	55	16.6%	211,218	18.1%
				At-Risk 4-5 Years	2	0.6%	144,190	7.1%	1	0.3%	136,190	9.6%
				EL 0-3 Years	8	2.4%	505,487	24.8%	8	2.4%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	66	19.8%	236,323	11.6%	47	14.2%	207,773	10.4%
				EL total	131	39.2%	1,112,535	54.5%	111	33.5%	1,074,833	53.8%
				RFEP	203	60.8%	927,723	45.5%	220	66.5%	924,460	46.2%
				Total (Ever)	334	100.0%	2,040,258	100.0%	331	100.0%	1,999,293	100.0%

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

Alliance College-Ready Middle Academy 4

Students with Disabilities Report

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

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	7	5160	Alliance College-Ready Middle Academy 4	464	55	11.9%
			Statewide	5,837,690	799,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	7	5160	Alliance College-Ready Middle Academy 4	460	58	12.6%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	7	5160	Alliance College-Ready Middle Academy 4	72.7%	27.3%	12	0	0	1	0	0	1	0	11	0	27	2	0	1
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	7	5160	Alliance College-Ready Middle Academy 4	79.3%	20.7%	9	0	0	1	0	0	1	0	9	0	36	1	0	1
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

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

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

Alliance College Ready Middle Academy #4

Alliance College Ready Middle Academy #4 - 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**	**Yellow**	**-15.0**	**11.3**	**Orange**	**-13.2**	**Lower**
English Learner	Met	Yellow	-58.5	19.1	Orange	-67.6	Higher
Latino	Met	Yellow	-14.4	11.5	Orange	-39.3	Higher
Long Term English Learner	Met	Red	-99.5	-2.0	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-15.5	10.5	Orange	-40.9	Higher
Students with Disabilities	Met	Orange	-100.3	5.3	Red	-95.6	Lower

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

Alliance College Ready Middle Academy #4 - 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**	**Yellow**	**-63.0**	**14.5**	**Orange**	**-47.6**	**Lower**
English Learner	Met	Orange	-103.7	20.8	Orange	-93.4	Lower
Latino	Met	Yellow	-60.3	15.7	Orange	-79.2	Higher
Long Term English Learner	Met	Red	-153.8	-12.2	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-63.2	14.4	Orange	-78.2	Higher
Students with Disabilities	Met	Orange	-144.1	12.9	Red	-124.3	Lower

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

ATTACHMENT C

MATERIAL REVISION TO CHARTER OF ALLIANCE COLLEGE-READY MIDDLE ACADEMY 4

This Material Revision to the Charter of Alliance College-Ready Middle Academy 4 ("Material Revision") is made between the Los Angeles Unified School District ("District" or "LAUSD"), a California public school district, and Alliance College-Ready Public Schools ("ACRPS"), a California non-profit public benefit corporation, operating a California public charter school known as Alliance College-Ready Middle Academy 4 ("Charter School" and/or "ACRMA4"). District and ACRPS are also referred to individually as "Party," and collectively as "Parties."

This Material Revision is to be read in conjunction with and shall expressly revise the charter of ACRMA4 which was originally authorized by the LAUSD Board of Education ("Board of Education") on **April 14, 2009**, and last renewed on September 25, 2018 for a five-year term, from 2019 to 2024 ("Charter") and was set to expire on June 30, 2024. However, Education Code section 47607.4 provides that 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 Charter School expires on **June 30, 2027.**

The effective date of this Material Revision is the date of approval by the Board of Education and shall be implemented starting in the 2025-26 academic school year. This Material Revision is based upon the following factual recitals:

RECITALS

A. **WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, Education Code sections 47600 et seq;

B. **WHEREAS**, as set forth in Education Code section 47607, material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed;

C. **WHEREAS**, the District's Charter Schools Division ("CSD") must determine whether the Charter, as materially revised, would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented;

D. **WHEREAS**, a material revision includes, but is not necessarily limited to, any change that would significantly alter a charter school's mission, vision, educational philosophy, educational program, governance, or organizational structure;

E. **WHEREAS**, as set forth in the Charter, ACRMA4 is currently approved to serve 450 students in grades 6-8, and has been operating from a private facility located at 9719 South Main Street, Los Angeles, CA 90003;

F. **WHEREAS**, the Charter School's governing board convened a meeting on September 11, 2024 during which it approved a Board Resolution IV-M ("Resolution") proposing to materially revise the Charter to reflect an additional private site for the Charter School located at 9701 South Main Street, Los Angeles, CA 90003, ("Expansion Space"). The Resolution is attached herewith as **Attachment A** and part of this Material Revision;

G. **WHEREAS**, in the correspondence submitted to the District on or about September 5, 2024 ("September 2024 Correspondence") in support of this Material Revision, "On July 19, 2019, Alliance purchased property abutting the Charter School's 9719 South Main location, at 9701 South Main Street, Los Angeles, CA 90003, title to which is held by Alliance, and which real property is designated as Assessor's Parcel Number 6053-014-014….The Expansion Space will house four additional classrooms, a multipurpose space, and broader outdoor space. Alliance is on track to receive building permits from the City of Los Angeles Department of Building and Safety in 2024 and expects any necessary construction to be completed in time for the second semester of the 2025-26 school year. The September 2024 Correspondence and "copy of the agreement for the purchase of the Expansion Space" are attached, collectively, herewith as **Attachment B** and part of this Material Revision;

H. **WHEREAS**, charter schools occupying non-LAUSD facilities must, prior to use, provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency allowing the charter school to use and occupy the site as a charter school for its intended purpose (i.e., applicable grade levels). Charter schools are responsible for ensuring compliance with all applicable building codes, standards, and regulations adopted by the city and/or county agencies with jurisdiction to enforce building and safety standards for the school site, as well as federal and state accessibility requirements, and all other applicable fire, health, and structural safety and access requirements;

I. **WHEREAS**, the District considers a charter school's expansion to one or more additional sites as constituting a material revision pursuant to California law and *LAUSD Policy and Procedures for Charter Schools* ("LAUSD Policy"); and

J. **WHEREAS**, the Parties agree to materially revise the Charter to reflect the changes above, LAUSD Policy and applicable state and federal laws;

NOW, THEREFORE, in consideration of the following terms and conditions, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

MATERIAL REVISION

1. The Parties incorporate the above Recitals as if fully restated in this Material Revision.

2. **Charter School location:** The Charter shall be revised to reflect that the locations for the Charter School are as follows:

- 9719 South Main Street, Los Angeles, CA 90003, and
  9701 South Main Street, Los Angeles, CA 90003.

3. **Budget**: All prior budgets and cash flow projections submitted for the Charter School shall be replaced by the Charter School's revised budget(s), financial and cash flow projections incorporated and attached herewith as **Attachment C** and incorporated by reference and part of this Material Revision.

4. **Updated District Required Language**: The Charter shall be revised to update and incorporate the Board of Education approved "Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions updated August 11, 2020", attached herewith as **Attachment D** and incorporated by reference as part of this Material Revision.

5. The Charter School warrants that it is operated by a non-profit corporation in good standing in the State of California.

6. All other provisions set forth in the Charter shall remain in effect and enforceable.

7. The Parties agree that should any of the provisions of this Material Revision be judicially determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

8. The Parties agree to cooperate fully in the execution of any and all other documents and/or additional actions necessary and/or appropriate to give full force and effect to the terms, provisions, and intent of this Material Revision.

9. The individuals signing this Material Revision warrant that they are authorized to do so, and further, that they are authorized to make the promises in this Material Revision on behalf of the respective Parties.

IN WITNESS WHEREOF, the Parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

DATED: December_____, 2024 ALLIANCE COLLEGE-READY PUBLIC SCHOOLS

By: _____

Title: _____

Authorized Representative of Alliance College-Ready Public Schools

DATED: December_____, 2024 LOS ANGELES UNIFIED SCHOOL DISTRICT

By: _____

Title: _____
Authorized Representative of Los Angeles Unified School District

Attachments:

- **A.** ACRPS Board Resolution
- **B.** ACRPS September 2024 Correspondence
- **C.** Updated ACRMA4 Budget, Financial, and Cash Flow Projections.
- **D.** Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions updated August 11, 2020.

ATTACHMENT A

RESOLUTION OF THE BOARD OF DIRECTORS
ALLIANCE COLLEGE-READY PUBLIC SCHOOLS
A California Public Benefit Corporation
Board Resolution IV-M

APPROVING SUBMISSION OF CHARTER MATERIAL REVISION

WHEREAS, the Board of Directors (the "Board") of Alliance College-Ready Public Schools ("Alliance"), a nonprofit public benefit corporation operating public charter schools, and which operates Alliance College-Ready Middle Academy 4 ("ACRMA 4" or the "Charter School"), finds it in the best interest of the Charter School and in furtherance of its educational and public purposes to submit a material revision of the ACRMA 4 charter as authorized by the Los Angeles Unified School District (the "District") and provided for in Education Code Section 47607; and

WHEREAS, all ACRMA 4 students, grades 6-8, currently attend school in the facilities located at 9719 South Main Street, Los Angeles, CA 90003;

WHEREAS, Alliance purchased property located abutting the Charter School's 9719 South Main location, at at 9701 South Main Street, Los Angeles, CA 90003, title to which is held by Alliance, and which real property is designated as Assessor's Parcel Number 6053-014-014 (the "Expansion Space");

WHEREAS, the Charter School is currently in the pre-construction planning stage of developing the Expansion Space to house four additional classrooms, a multipurpose space, and broader outdoor space for use by the Charter School;

WHEREAS, Alliance had not previously considered the purchase and planned use of the Expansion Space as a new or additional location for purposes of the Charter Schools Act requirement for material revisions;

WHEREAS, the District emailed Alliance on May 29, 2024, regarding the Charter School's planned use of the Expansion Space;

WHEREAS, the District has determined that it will require the Charter School to request a material revision in order for the District to authorize its use of this space;

WHEREAS, although it does not appear that this space triggers the statutory requirements for a material revision, the Board nevertheless desires to conform to the District's requirements.

NOW THEREFORE, BE IT RESOLVED, that Alliance shall prepare a material revision of the ACRMA 4 charter for submission to the District, as follows:

1. The Board authorizes and directs the Chief Executive Officer ("CEO") or his designee to prepare and sign the request for a material revision, execute the amendment document, and otherwise act on behalf of Alliance with respect to the material revision application process, and carry out all activities deemed necessary or desirable in that regard.

2. The request for material revision shall update the ACRMA 4 charter to include an Appendix entitled "School Facilities," identifying and describing the Expansion Space as an additional space to be used by the Charter School, which is the complete nature and scope of the revision.

SECRETARY'S CERTIFICATE

I, Virgil Roberts, Secretary of the Board of Directors of Alliance College-Ready Public Schools, a California nonprofit public benefit corporation, County of Los Angeles, California, hereby certify as follows:

The attached is a full, true, and correct copy of a resolution duly adopted at a meeting of the Board of Directors, which was duly and regularly held on the 11th day of September, 2024, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolution was adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this _____ day of _____, 2024.

_____
Secretary of the Board of Directors of
Alliance College-Ready Public Schools

ATTACHMENT B

September 5, 2024

Via Email
jose.cole-gutierrez@lausd.net

José Cole-Gutiérrez, Director
Charter Schools Division
Los Angeles Unified School District
333. S. Beaudry Ave., 20th Floor
Los Angeles, CA 90017

RE: Request for Material Revision of Alliance College-Ready Middle Academy 4 Charter Petition

Dear Director Cole-Gutiérrez:

On behalf of Alliance College-Ready Public Schools ("Alliance"), which operates Alliance College-Ready Middle Academy 4 ("ACRMA 4" or the "Charter School"), I am writing to respectfully submit a request a material revision to the ACRMA 4 charter petition to include use of a nearby facility for student instructional purposes. A draft Board Resolution authorizing submission of the material revision is included as Attachment A.

The nature and scope of the change associated with this material revision is to include an appendix to the charter titled "School Facilities," which describes an additional space purchased by Alliance abutting the Charter School's existing location to be utilized by the Charter School. Starting with the 2025-26 school year, and pending the approval of the Los Angeles Unified School District ("LAUSD" or the "District"), ACRMA 4 plans to utilize this additional space for classroom instruction, a multipurpose room, and outdoor space.

All ACRMA 4 students, grades 6-8, currently attend school in the facilities located at 9719 South Main Street, Los Angeles, CA 90003. On July 19, 2019, Alliance purchased property abutting the Charter School's 9719 South Main location, at 9701 South Main Street, Los Angeles, CA 90003, title to which is held by Alliance, and which real property is designated as Assessor's Parcel Number 6053-014-014 (the "Expansion Space"). The Expansion Space will house four additional classrooms, a multipurpose space, and broader outdoor space. Alliance is on track to receive building permits from the City of Los Angeles Department of Building and Safety in 2024 and expects any necessary construction to be completed in time for the second semester of the 2025-26 school year.

On May 29, 2024, the District emailed Alliance regarding the Charter School's use of the Expansion Space. While ACRMA 4's planned use of the Expansion Space does not materially change its operations, the District has determined that it will require the Charter School to

request a material revision in order for the District to authorize its use of this space. Although it does not appear that this space triggers the statutory requirements to require a material revision, the Alliance Governing Board nevertheless desires to conform to the District's requirements.

The requested change is educationally sound. ACRMA 4 has operated successfully for almost ten full school years and its students have earned Color Ratings in Math and English Language Arts on the 2023 California School Dashboard that are equal or superior to neighboring Middle Schools. In addition, on the 2023 California School Dashboard, students at ACRMA 4 have earned DFS scores in Math that are greater than neighboring Middle Schools and comparable to LAUSD as a whole. They also earned DFS scores in English Language Arts that are greater than both neighboring Middle Schools and LAUSD as a whole. We believe the performance of the students at ACRMA4 is an indication of the value that this school brings to its community. The Expansion Space will allow the school to continue to live up to the goals of its charter petition to create a safe, nurturing space for students that supports their academic needs in order to ensure their success in high school and college. The Charter School's address will not change, and the Charter School is not seeking an increase in its charter enrollment capacity.. A copy of the agreement for the purchase of the Expansion Space is attached as Attachment B.

The **clear identification and description of each addition and change to the charter petition** will consist of the following:

- Page 161: Additional Provisions
  - "For a description of all facilities utilized by the Charter School, please see Appendix A ("School Facilities")."
  - Appendix A will be attached to include a description of the additional spaces utilized by the Charter School.

Alliance looks forward to working with LAUSD to efficiently and timely process this request. Should you have any questions, please do not hesitate to contact me at twilson@laalliance.org

Sincerely,

Tiffany Wilson
Chief Operating Officer

ATTACHMENT C

Annual Forecast w/ Assumptions

Alliance College-Ready Middle Academy 4

		2024-25	2025-26	2026-27
Revenues				
	Total private grants and contributions	$0	$0	$0
Federal revenue				
8181	Federal Special Education (IDEA)	$108,149	$109,230	$110,323
8220	Federal Child Nutrition	$269,786	$272,484	$275,208
8221	*Title I, Part A - Basic Low Income*	*$195,928*	*$197,887*	*$199,866*
8222	*Title II, Part D - EETT*	*$21,887*	*$22,106*	*$22,327*
8223	*Title V, Part B - Charter School Grants*	*$0*	*$0*	*$0*
8224	*Federal ESSER Funds*	*$0*	*$0*	*$0*
8225	*TIF*	*$0*	*$0*	*$0*
8226	*One-Time Federal LLMF and CARES ACT Funds*	*$0*	*$0*	*$0*
8227	*E-Rate*	*$0*	*$0*	*$0*
8290	Sub Total Other Federal Revenue	$217,815	$219,993	$222,193
	Total Federal Revenue	$595,750	$601,707	$607,724
State revenue				
8012	EPA Funding	$1,937,607	$1,995,735	$2,055,607
8012.1	*Gen. Apportionment/PY Overpayment*	*$0*	*$0*	*$0*
8012.2	*Gen Apportionment New Grade*	*$0*	*$0*	*$0*
8012.3	*Gen. Apportionment Continuing Charters*	*$3,161,359*	*$3,256,199*	*$3,353,885*
8015	General Apportionment	$3,161,359	$3,256,199	$3,353,885
8311	Mandate Block Grant	$24,539	$24,539	$24,539
8520	Child Nutrition	$25,976	$24,659	$24,659
8545	School Facilities Apportionment (SB740)	$372,559	$372,559	$372,559
8560	State Lottery	$109,915	$109,915	$109,915
8590	Other State Revenue	$1,708,795	$871,624	$871,624
8792	Special Ed Instructional Entitlement	$428,455	$441,309	$454,548
	Total State Revenue	$7,769,204	$7,096,539	$7,267,336
	Total Local Revenue	$1,290,213	$1,328,919	$1,368,787
	Total Other Revenue	$39,218	$11,278	$11,480
Total Revenue		**$9,694,385**	**$9,038,442**	**$9,255,327**
Expenses				
	Total Salaries	$3,923,162	$3,446,947	$3,524,726
	Total Benefits	$1,374,553	$1,194,253	$1,231,260
	Total Books and Supplies	$647,265	$652,145	$658,418
	Total Subagreement Services	$1,042,951	$1,053,380	$1,063,914
	Total Travel and Conference	$111,600	$112,716	$113,843
	Total Dues & Memberships	$8,370	$8,454	$8,538
	Total Insurance	$55,928	$56,487	$57,052
	Total Ops and Housekeeping	$20,347	$20,550	$20,756
	Total Rentals, Leases and Repairs	$674,148	$651,753	$651,753
	Total Transfers	$0	$0	$0
	Total Professional Services and Opering Exp.	$1,870,147	$1,636,626	$1,670,844
	Total Communications	$93,115	$94,046	$94,987
	Total depreciation	$100,166	$100,166	$100,166
	Total interest	$0	$0	$0
Total Expenses		**$9,921,752**	**$9,027,524**	**$9,196,257**
Surplus (Deficit)		**($227,367)**	**$10,919**	**$59,071**
Net Asset Reserves		**$6,065,349**	**$6,188,561**	**$6,358,337**

Alliance College-Ready Middle Academy 4

	2024-25	2025-26	2026-27
Cash Flow Adjustments			
Monthly Surplus (Deficit)	($227,367)	$10,919	$59,071
Cash flows from operating activities:			
Depreciation/amortization	$100,166	$100,166	$100,166
Public funding receivables, net	$0	$0	$0
Grants, contributions and pledges receivable, net	($5,911)	($5,911)	($5,911)
Due to/from related parties	$0	$0	$0
Prepaid expenses	$50,936	$50,936	$50,936
Deferred Rent Receivable	$0	$0	$0
Other assets	$0	$0	$0
Accounts payable and accrued expenses	$0	$0	$0
Accrued Admin. Svc. Fee	$0	$0	$0
Deferred Rent	$0	$0	$0
Total	**($82,176)**	**$156,110**	**$204,262**
Cash flows from investing activities:			
Purchases of property and equipment (Non-E-Rate)	$0	($1,000,000)	$0
Purchases of property and equipment (E-Rate)	$0	$0	$0
Notes receivable	$0	$0	$0
Total	**$0**	**($1,000,000)**	**$0**
Cash flows from financing activities:			
Principal payments of debt	$0	$0	$0
Proceeds from long-term debt	$0	$0	$0
Payments on capital lease obligation	$0	$0	$0
Assets limited as to use	$0	$0	$0
Total	**$0**	**$0**	**$0**
Total Change in Cash	**($82,176)**	**($843,890)**	**$204,262**
Cash, Beginning of Period	$4,706,131	$4,623,955	$3,780,065
Cash, End of Period	**$4,623,955**	**$3,780,065**	**$3,984,327**
Cash Reserves % of Budgeted Cash Expenses	*47%*	*42%*	*44%*

Alliance College-Ready Middle Academy 4

	2024-25	2025-26	2026-27

Long Term Assumptions

	2024-25	2025-26	2026-27
Student Data			
Enrollment	465.0	465.0	465.0
ADA	441.4	441.4	441.4
ADA %	95%	95%	95%
FRL	95%	95%	95%
ELL	16%	16%	16%
Federal Revenue Data			
Federal Special Education (IDEA) per Student	$245	$247	$250
Title I, Part A - Basic Low Income	$195,928	$197,887	$199,866
Title II, Part D - EETT	$21,887	$22,106	$22,327
Title V, Part B - Charter School Grants	$0	$0	$0
Title III	$0	$0	$0
Fed Breakfast Rate	$2.05	$2.07	$2.09
Fed Lunch Rate	$3.30	$3.33	$3.37
State Revenue Data			
LCFF per Student	$14,474	$14,908	$15,355
Growth		3.0%	3.0%
Mandate Block Grant	$56	$56	$56
State Lottery Revenue	$249	$249	$249
Special Ed Instructional Entitlement	$971	$1,000	$1,030
School Facilities Apportionment (SB740)	$372,559	$372,559	$372,559
State Breakfast Rate	$0.24	$0.24	$0.24
State Lunch Rate	$0.24	$0.24	$0.24
Staff Roster Data			
Teachers	26	26	26
Certificated Pupil Support	-	-	-
Administrators	5	3	3
Counselors	3	2	2
Total Certificated Staff	34	29	31
Students to Teacher Ratio	18	18	18
Students to Certificated Staff Ratio	14	16	15
Avg.Teacher Pay	$87,878	$90,029	$92,234
Teacher Salary Growth		*3%*	*3%*
Classified Instructional Aides (2100)	3	1	1
Classified Office Support (2200)	3	2	2
Classified Admin Support (2300)	1	1	1
Clerical, Technical Staff (2400)	3	2	2
Other Classified Staff (2900)	1	1	1
Total Classified Staff	11	7	7
Total Staff	**45**	**36**	**38**
STRS Contribution Rate	19.10%	19.10%	19.10%
PERS Contribution Rate	27.80%	27.80%	27.80%
Healthcare Employer Contribution per Staff Member	$9,690	$10,175	$10,683
Alliance Home Office Admin Fee	12.0%	12.0%	12.0%
District Oversight Fee	1.0%	1.0%	1.0%
SELPA Fees	20.0%	20.0%	20.0%

2024-2025 Monthly Forecast

Alliance College-Ready Middle Academy 4

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
Revenues														
Private grants and contributions														
8980	Contributions, Unrestricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
8990	Contributions, Restricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total private grants and contributions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Federal revenue														
8181	Federal Special Education (IDEA)	$6,467	$12,933	$10,778	$10,778	$10,778	$10,778	$10,778	$11,620	$5,810	$5,810	$5,810	$5,810	**$108,149**
8220	Federal Child Nutrition	$5,396	$24,035	$24,035	$24,035	$24,035	$24,035	$24,035	$24,035	$24,035	$24,035	$24,035	$24,035	**$269,786**
8221	*Title I, Part A - Basic Low Income*	*$0*	*$0*	*$78,371*	*$0*	*$0*	*$78,371*	*$0*	*$0*	*$0*	*$0*	*$0*	*$39,186*	***$195,928***
8222	*Title II, Part D - EETT*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$21,887*	***$21,887***
8223	*Title V, Part B - Charter School Grants*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8224	*ESSER III (Part A&B)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8225														***$0***
8226														***$0***
8227	*E-Rate*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8290	Sub Total Other Federal Revenue	$0	$0	$78,371	$0	$0	$78,371	$0	$0	$0	$0	$0	$61,073	**$217,815**
	Total Federal Revenue	$11,862	$36,969	$113,184	$34,813	$34,813	$113,184	$34,813	$35,656	$29,846	$29,846	$29,846	$90,918	**$595,750**
State revenue														
8012	EPA Funding	$0	$0	$482,735	$0	$0	$0	$482,735	$0	$482,735	$0	$0	$489,402	**$1,937,607**
8012.1	*Gen. Apportionment/PY Overpayment*													***$0***
8012.2	*Gen Apportionment New Grade*	-	-	-	-	-	-	-	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8012.3	*Gen. Apportionment Continuing Charters*	*157,524*	*157,524*	*283,543*	*283,543*	*283,543*	*283,543*	*283,543*	*$285,719*	*$285,719*	*$285,719*	*$285,719*	*$285,719*	***$3,161,359***
8015	General Apportionment	$157,524	$157,524	$283,543	$283,543	$283,543	$283,543	$283,543	$285,719	$285,719	$285,719	$285,719	$285,719	**$3,161,359**
8311	Mandate Block Grant	$0	$0	$0	$0	$24,539	$0	$0	$0	$0	$0	$0	$0	**$24,539**
8520	Child Nutrition	$520	$2,314	$2,314	$2,314	$2,314	$2,314	$2,314	$2,314	$2,314	$2,314	$2,314	$2,314	**$25,976**
8545	School Facilities Apportionment (SB740)	$0	$0	$0	$0	$0	$0	$279,419	$0	$0	$0	$93,140	$0	**$372,559**
8560	State Lottery	$0	$0	$0	$0	$0	$27,479	$0	$0	$27,479	$0	$0	$54,957	**$109,915**
8590	Other State Revenue	$142,400	$142,400	$142,400	$142,400	$142,400	$142,400	$142,400	$142,400	$142,400	$142,400	$142,400	$142,400	**$1,708,795**
8792	Special Ed Instructional Entitlement	$25,619	$51,238	$42,698	$42,698	$42,698	$42,698	$42,698	$46,036	$23,018	$23,018	$23,018	$23,018	**$428,455**
	Total State Revenue	$326,062	$353,476	$953,690	$470,955	$495,494	$498,434	$1,233,109	$476,469	$963,664	$453,451	$546,590	$997,810	**$7,769,204**
Local revenue														
8096	In Lieu of Property Taxes	$77,146	$154,293	$128,577	$128,577	$128,577	$128,577	$128,577	$138,629	$69,314	$69,314	$69,314	$69,314	**$1,290,213**
	Total Local Revenue	$77,146	$154,293	$128,577	$128,577	$128,577	$128,577	$128,577	$138,629	$69,314	$69,314	$69,314	$69,314	**$1,290,213**
Other revenue														
8631	Sale of Equipment and Supplies	$188	187.50	187.50	187.50	187.50	187.50	187.50	187.50	187.50	187.50	187.50	187.50	**$2,250**
8634	Food Service Sales	$0	-	-	-	-	-	-	-	-	-	-	-	**$0**
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8699	School Fundraising	$3,051	$3,228	$3,228	$3,140	$2,963	$2,875	$2,875	$2,786	$2,698	$3,051	$3,228	$3,846	**$36,968**
	Total Other Revenue	$3,239	$3,415	$3,415	$3,327	$3,150	$3,062	$3,062	$2,974	$2,886	$3,239	$3,415	$4,033	**$39,218**
Total Revenue		**$418,309**	**$548,152**	**$1,198,867**	**$637,673**	**$662,035**	**$743,258**	**$1,399,562**	**$653,727**	**$1,065,710**	**$555,849**	**$649,166**	**$1,162,076**	**$9,694,385**
Expenses														
Salaries														
1110	Certificated Teachers' Salaries	$33,750	$204,645	$204,645	$204,645	$204,645	$204,645	$204,645	$204,645	$204,645	$204,645	$204,645	$204,645	**$2,284,840**
1140	Certificated Teachers' Salaries – Stipends	$0	$4,350	$4,350	$4,350	$4,350	$4,350	$4,350	$4,350	$4,350	$4,350	$4,350	$0	**$43,500**
1210	Certificated Pupil Support Salaries – Salary	$33,573	$33,573	$33,573	$33,573	$33,573	$33,573	$33,573	$33,573	$33,573	$33,573	$33,573	$33,573	**$402,875**
1230	Certificated Pupil Support Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1310	Certificated Supervisors' and Administrators' Salaries	$49,425	$49,425	$49,425	$49,425	$49,425	$49,425	$49,425	$49,425	$49,425	$49,425	$49,425	$49,425	**$593,095**
1330	Certificated Supervisors' and Administrators' Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1910	Other Certificated Salaries – Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1930	Other Certificated Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2110	Classified Instructional Salaries - Salary	$0	$13,132	$13,132	$13,132	$13,132	$13,132	$13,132	$13,132	$13,132	$13,132	$13,132	$13,132	**$144,456**
2120	Classified Instructional Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2130	Classified Instructional Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2210	Classified Support Salaries - Salary	$13,589	$13,589	$13,589	$13,589	$13,589	$13,589	$13,589	$13,589	$13,589	$13,589	$13,589	$13,589	**$163,072**
2220	Classified Support Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2230	Classified Support Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2310	Classified Supervisors' and Administrators' Salaries - Salary	$6,458	$6,458	$6,458	$6,458	$6,458	$6,458	$6,458	$6,458	$6,458	$6,458	$6,458	$6,458	**$77,500**
2320	Classified Supervisors' and Administrators' Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2330	Classified Supervisors' and Administrators' Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2410	Clerical, Technical, and Office Staff Salaries - Salary	$13,910	$13,910	$13,910	$13,910	$13,910	$13,910	$13,910	$13,910	$13,910	$13,910	$13,910	$13,910	**$166,920**
2420	Clerical, Technical, and Office Staff Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2430	Clerical, Technical, and Office Staff Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2910	Other Classified Salaries - Salary	$3,909	$3,909	$3,909	$3,909	$3,909	$3,909	$3,909	$3,909	$3,909	$3,909	$3,909	$3,909	**$46,904**
2920	Other Classified Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2930	Other Classified Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Salaries	$154,614	$342,991	$342,991	$342,991	$342,991	$342,991	$342,991	$342,991	$342,991	$342,991	$342,991	$338,641 #	**$3,923,162**
Benefits														
3101	STRS, certificated positions	$22,299	$54,940	$54,940	$54,940	$54,940	$54,940	$54,940	$54,940	$54,940	$54,940	$54,940	$54,940	**$626,635**
3202	PERS, classified positions	$10,527	$14,178	$14,178	$14,178	$14,178	$14,178	$14,178	$14,178	$14,178	$14,178	$14,178	$14,178	**$166,481**
3301	OASDI certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3302	OASDI, classified positions	$2,348	$3,162	$3,162	$3,162	$3,162	$3,162	$3,162	$3,162	$3,162	$3,162	$3,162	$3,162	**$37,129**
3311	Medicare certificated positions	$1,206	$3,874	$3,874	$3,874	$3,874	$3,874	$3,874	$3,874	$3,874	$3,874	$3,874	$3,874	**$43,825**
3312	Medicare, classified positions	$549	$739	$739	$739	$739	$739	$739	$739	$739	$739	$739	$739	**$8,683**
3401	Health and Welfare, certificated positions	$27,455	$27,455	$27,455	$27,455	$27,455	$27,455	$27,455	$27,455	$27,455	$27,455	$27,455	$27,455	**$329,466**
3402	Health and Welfare, classified positions	$8,883	$8,883	$8,883	$8,883	$8,883	$8,883	$8,883	$8,883	$8,883	$8,883	$8,883	$8,883	**$106,592**
3501	State Unemployment, certificated positions	$1,230	$1,230	$1,230	$1,230	$1,230	$1,230	$1,230	$1,230	$1,230	$1,230	$1,230	$1,230	**$14,756**
3502	State Unemployment, classified positions	$398	$398	$398	$398	$398	$398	$398	$398	$398	$398	$398	$398	**$4,774**
3601	Workers' Compensation Insurance, certificated positions	$832	$2,672	$2,672	$2,672	$2,672	$2,672	$2,672	$2,672	$2,672	$2,672	$2,672	$2,672	**$30,224**
3602	Workers' Compensation Insurance, classified positions	$379	$510	$510	$510	$510	$510	$510	$510	$510	$510	$510	$510	**$5,989**
3901	Other Benefits, certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3902	Other Benefits, classified positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Benefits	$76,104	$118,041	$118,041	$118,041	$118,041	$118,041	$118,041	$118,041	$118,041	$118,041	$118,041	$118,041	**$1,374,553**

Alliance College-Ready Middle Academy 4

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
Books and supplies														
4101	Textbooks and Core Curricula Materials	$7,474	$7,474	$7,474	$7,474	$7,474	$7,474	$7,474	$7,474	$7,474	$7,474	$7,474	$7,474	**$89,690**
4102	Software – Instructional	$4,680	$4,680	$4,680	$4,680	$4,680	$4,680	$4,680	$4,680	$4,680	$4,680	$4,680	$4,680	**$56,159**
4200	Books and Other Reference Materials	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
4301	College Prep	$355	$355	$355	$355	$355	$355	$355	$355	$355	$355	$355	$355	**$4,258**
4302	Other Materials and Supplies	$6,993	$6,993	$6,993	$6,993	$6,993	$6,993	$6,993	$6,993	$6,993	$6,993	$6,993	$6,993	**$83,920**
4304	Uniforms	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	**$15,000**
4400	Noncapitalized Equipment	$8,293	$8,293	$8,293	$8,293	$8,293	$8,293	$8,293	$8,293	$8,293	$8,293	$8,293	$8,293	**$99,519**
4700	Food (Child Nutrition) (FY 17: Food Services)	$0	$14,936	$28,378	$28,378	$28,378	$28,378	$28,378	$28,378	$28,378	$28,378	$28,378	$28,378	**$298,719**
	Total Books and Supplies	$29,045	$43,981	$57,424	$57,424	$57,424	$57,424	$57,424	$57,424	$57,424	$57,424	$57,424	$57,424	**$647,265**
Subagreement services														
5101	Subagreements for Services (FY 17: Nursing)	$3,953	$3,953	$3,953	$3,953	$3,953	$3,953	$3,953	$3,953	$3,953	$3,953	$3,953	$3,953	**$47,437**
5102	Special Education (Subagreement/Contract)	$17,083	$17,083	$17,083	$17,083	$17,083	$17,083	$17,083	$17,083	$17,083	$17,083	$17,083	$17,083	**$205,000**
5103	Substitute Teacher (Subagreement/Contract)	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	**$150,000**
5104	Transportation (Subagreement/Contract)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5105	Security (Subagreement/Contract)	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	**$100,000**
5106	Printing (Subagreement/Contract)	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	**$5,000**
5107	After-School Programs (Subagreement/Contract)	$44,626	$44,626	$44,626	$44,626	$44,626	$44,626	$44,626	$44,626	$44,626	$44,626	$44,626	$44,626	**$535,514**
	Total Subagreement Services	$86,913	$86,913	$86,913	$86,913	$86,913	$86,913	$86,913	$86,913	$86,913	$86,913	$86,913	$86,913	**$1,042,951**
Travel and Conference														
5231	General Travel and Conference	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5232	Conference and Training Entrance Fees	$6,942	$6,942	$6,942	$6,942	$6,942	$6,942	$6,942	$6,942	$6,942	$6,942	$6,942	$6,942	**$83,300**
5233	Mileage	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5234	Ground Transportation	$1,308	$1,308	$1,308	$1,308	$1,308	$1,308	$1,308	$1,308	$1,308	$1,308	$1,308	$1,308	**$15,700**
5235	Air Travel	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	**$5,000**
5236	Hotel and Accommodation	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	**$6,000**
5237	Business Meals	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	**$1,600**
	Total Travel and Conference	$9,300	$9,300	$9,300	$9,300	$9,300	$9,300	$9,300	$9,300	$9,300	$9,300	$9,300	$9,300	**$111,600**
Dues & Memberships														
5300	Dues & Memberships	$698	$698	$698	$698	$698	$698	$698	$698	$698	$698	$698	$698	**$8,370**
	Total Travel and Conference	$698	$698	$698	$698	$698	$698	$698	$698	$698	$698	$698	$698	**$8,370**
Insurance														
5400	Insurance	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	**$55,928**
	Total Insurance	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	$4,661	**$55,928**
Operations and Housekeeping Services														
5501	Utilities	$29	$29	$29	$29	$29	$29	$29	$29	$29	$29	$29	$29	**$347**
5502	Janitorial/Trash Removal	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	**$20,000**
5503	Security	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Ops and Housekeeping	$1,696	$1,696	$1,696	$1,696	$1,696	$1,696	$1,696	$1,696	$1,696	$1,696	$1,696	$1,696	**$20,347**
Rentals, Leases, and Repairs														
5600	Rentals, Leases and Repairs	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5601	Rent	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	**$540,032**
5602	Additional Rent	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	**$14,816**
5603	Equipment Leases	$1,099	$1,099	$1,099	$1,099	$1,099	$1,099	$1,099	$1,099	$1,099	$1,099	$1,099	$1,099	**$13,187**
5604	Other Leases (Parking)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5605	Real/Personal Property Taxes	$587	$587	$587	$587	$587	$587	$587	$587	$587	$587	$587	$587	**$7,043**
5606	Venue Rentals	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	**$10,000**
5610	Repairs and Maintenance	$7,423	$7,423	$7,423	$7,423	$7,423	$7,423	$7,423	$7,423	$7,423	$7,423	$7,423	$7,423	**$89,070**
	Total Rentals, Leases and Repairs	$56,179	$56,179	$56,179	$56,179	$56,179	$56,179	$56,179	$56,179	$56,179	$56,179	$56,179	$56,179	**$674,148**
Transfers of Direct Costs														
5710	Transfer of Direct Costs	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5750	Transfer of Direct Costs - Interfund	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Professional/Consulting Services and Operating Expenditures														
5801	General Operating Expenditures (Before FY17: IT)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5802	Accounting - Professional and Consulting Services	$1,067	$1,067	$1,067	$1,067	$1,067	$1,067	$1,067	$1,067	$1,067	$1,067	$1,067	$1,067	**$12,800**
5803	Legal- Professional and Consulting Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5805	General - Professional and Consulting Services	$29,473	$29,473	$29,473	$29,473	$29,473	$29,473	$29,473	$29,473	$29,473	$29,473	$29,473	$29,473	**$353,681**
5807	IT Services - Professional and Consulting Services	$2,326	$2,326	$2,326	$2,326	$2,326	$2,326	$2,326	$2,326	$2,326	$2,326	$2,326	$2,326	**$27,915**
5810	Payroll Service Fee	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5811	Administrative Services Fee	$96,538	$96,538	$96,538	$96,538	$96,538	$96,538	$96,538	$96,538	$96,538	$96,538	$96,538	$96,538	**$1,158,462**
5812	District Oversight Fee	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	$5,324	**$63,892**
5813	LACOE Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5814	SELPA Fees	$8,943	$8,943	$8,943	$8,943	$8,943	$8,943	$8,943	$8,943	$8,943	$8,943	$8,943	$8,943	**$107,321**
5815	Rent Equalization Fee(Credit)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5817	Other taxes and fees	$249	$249	$249	$249	$249	$249	$249	$249	$249	$249	$249	$249	**$2,989**
5821	Professional Development Reimbursement	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5822	Temporary Administrative Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5831	Food or Catering Services	$4,217	$4,217	$4,217	$4,217	$4,217	$4,217	$4,217	$4,217	$4,217	$4,217	$4,217	$4,217	**$50,600**
5832	Entrance Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**

Alliance College-Ready Middle Academy 4

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
5833	Transportation Services	$1,105	$1,105	$1,105	$1,105	$1,105	$1,105	$1,105	$1,105	$1,105	$1,105	$1,105	$1,105	**$13,255**
5834	Software - Operating	$5,984	$5,984	$5,984	$5,984	$5,984	$5,984	$5,984	$5,984	$5,984	$5,984	$5,984	$5,984	**$71,805**
5835	Printing - General	$619	$619	$619	$619	$619	$619	$619	$619	$619	$619	$619	$619	**$7,427**
5840	Scholarship Expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5841	Mentorship Program Awards	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5842	Relocation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5899	Pledge Write Off	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Professional Services and Opering Exp.	$155,846	$155,846	$155,846	$155,846	$155,846	$155,846	$155,846	$155,846	$155,846	$155,846	$155,846	$155,846	**$1,870,147**
Communications														
5901	General Communications	$6,189	$6,189	$6,189	$6,189	$6,189	$6,189	$6,189	$6,189	$6,189	$6,189	$6,189	$6,189	**$74,266**
5902	Postage and Shipping	$237	$237	$237	$237	$237	$237	$237	$237	$237	$237	$237	$237	**$2,849**
5903	Job Advertising	$1,333	$1,333	$1,333	$1,333	$1,333	$1,333	$1,333	$1,333	$1,333	$1,333	$1,333	$1,333	**$16,000**
	Total Communications	$7,760	$7,760	$7,760	$7,760	$7,760	$7,760	$7,760	$7,760	$7,760	$7,760	$7,760	$7,760	**$93,115**
Depreciation														
6900	Depreciation Expense	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	**$100,166**
	Total depreciation	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$100,166
Interest														
7438	Interest Expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total interest	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Expenses		**$591,161**	**$836,411**	**$849,853**	**$849,853**	**$849,853**	**$849,853**	**$849,853**	**$849,853**	**$849,853**	**$849,853**	**$849,853**	**$845,503**	**$9,921,752**
Monthly Surplus (Deficit)		**($172,852)**	**($288,258)**	**$349,014**	**($212,180)**	**($187,818)**	**($106,595)**	**$549,709**	**($196,126)**	**$215,857**	**($294,004)**	**($200,687)**	**$316,573**	**($227,367)**
Net Asset Reserves		**$6,119,864**	**$5,831,606**	**$6,180,620**	**$5,968,440**	**$5,780,622**	**$5,674,026**	**$6,223,735**	**$6,027,610**	**$6,243,467**	**$5,949,463**	**$5,748,776**	**$6,065,349**	**$6,065,349**
Cash Flow Adjustments														
	Monthly Surplus (Deficit)	($172,852)	($288,258)	$349,014	($212,180)	($187,818)	($106,595)	$549,709	($196,126)	$215,857	($294,004)	($200,687)	$316,573	**($227,367)**
	Cash flows from operating activities:													
	Depreciation/amortization	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	**$100,166**
	Public funding receivables, net	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Grants, contributions and pledges receivable, net	($473)	($591)	($591)	($532)	($414)	($355)	($355)	($296)	($236)	($473)	($591)	($1,005)	**($5,911)**
	Due to/from related parties	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Prepaid expenses	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	**$50,936**
	Deferred Rent Receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Other assets	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Accounts payable and accrued expenses	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Accrued Admin. Svc. Fee	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Deferred Rent	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total	**($160,733)**	**($276,258)**	**$361,015**	**($200,120)**	**($175,640)**	**($94,358)**	**$561,946**	**($183,829)**	**$228,212**	**($281,885)**	**($188,686)**	**$328,160**	**($82,176)**
	Cash flows from investing activities:													
CF-2-01	Purchases of property and equipment (Non-E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
CF-2-01	Purchases of property and equipment (E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
CF-2-01	Notes receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
	Cash flows from financing activities:													
	Principal payments of debt													**$0**
	Proceeds from long-term debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Payments on capital lease obligation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Assets limited as to use	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	$0
Total Change in Cash		**($160,733)**	**($276,258)**	**$361,015**	**($200,120)**	**($175,640)**	**($94,358)**	**$561,946**	**($183,829)**	**$228,212**	**($281,885)**	**($188,686)**	**$328,160**	**($82,176)**
Cash, Beginning of Period		$4,706,131	$4,545,398	$4,269,140	$4,630,155	$4,430,035	$4,254,395	$4,160,037	$4,721,983	$4,538,153	$4,766,366	$4,484,481	$4,295,795	$4,706,131
Cash, End of Period		**$4,545,398**	**$4,269,140**	**$4,630,155**	**$4,430,035**	**$4,254,395**	**$4,160,037**	**$4,721,983**	**$4,538,153**	**$4,766,366**	**$4,484,481**	**$4,295,795**	**$4,623,955**	**$4,623,955**
	Cash Reserves % of Budgeted Cash Expenses	*46%*	*43%*	*47%*	*45%*	*43%*	*42%*	*48%*	*46%*	*49%*	*46%*	*44%*	*47%*	*47%*

2025-2026 Monthly Forecast

Alliance College-Ready Middle Academy 4

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
Revenues														
Private grants and contributions														
8980	Contributions, Unrestricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
8990	Contributions, Restricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total private grants and contributions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Federal revenue														
8181	Federal Special Education (IDEA)	$6,554	$13,108	$10,923	$10,923	$10,923	$10,923	$10,923	$11,651	$5,826	$5,826	$5,826	$5,826	**$109,230**
8220	Federal Child Nutrition	$5,450	$24,276	$24,276	$24,276	$24,276	$24,276	$24,276	$24,276	$24,276	$24,276	$24,276	$24,276	**$272,484**
8221	*Title I, Part A - Basic Low Income*	*$0*	*$0*	*$79,155*	*$0*	*$0*	*$79,155*	*$0*	*$0*	*$0*	*$0*	*$0*	*$39,577*	***$197,887***
8222	*Title II, Part D - EETT*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$22,106*	***$22,106***
8223	*Title V, Part B - Charter School Grants*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8224	*ESSER III (Part A&B)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8225														***$0***
8226														***$0***
8227	*E-Rate*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8290	Sub Total Other Federal Revenue	$0	$0	$79,155	$0	$0	$79,155	$0	$0	$0	$0	$0	$61,683	**$219,993**
	Total Federal Revenue	$12,004	$37,383	$114,354	$35,199	$35,199	$114,354	$35,199	$35,927	$30,101	$30,101	$30,101	$91,785	**$601,707**
State revenue														
8012	EPA Funding	$0	$0	$498,934	$0	$0	$0	$498,934	$0	$498,934	$0	$0	$498,934	**$1,995,735**
8012.1	*Gen. Apportionment/PY Overpayment*													***$0***
8012.2	*Gen Apportionment New Grade*	-	-	-	-	-	-	-	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8012.3	*Gen. Apportionment Continuing Charters*	*$162,810*	*$162,810*	*$293,058*	*$293,058*	*$293,058*	*$293,058*	*$293,058*	*$293,058*	*$293,058*	*$293,058*	*$293,058*	*$293,058*	***$3,256,199***
8015	General Apportionment	$162,810	$162,810	$293,058	$293,058	$293,058	$293,058	$293,058	$293,058	$293,058	$293,058	$293,058	$293,058	**$3,256,199**
8311	Mandate Block Grant	$0	$0	$0	$0	$24,539	$0	$0	$0	$0	$0	$0	$0	**$24,539**
8520	Child Nutrition	$493	$2,197	$2,197	$2,197	$2,197	$2,197	$2,197	$2,197	$2,197	$2,197	$2,197	$2,197	**$24,659**
8545	School Facilities Apportionment (SB740)	$0	$0	$0	$0	$0	$0	$279,419	$0	$0	$0	$93,140	$0	**$372,559**
8560	State Lottery	$0	$0	$0	$0	$0	$27,479	$0	$0	$27,479	$0	$0	$54,957	**$109,915**
8590	Other State Revenue	$72,635	$72,635	$72,635	$72,635	$72,635	$72,635	$72,635	$72,635	$72,635	$72,635	$72,635	$72,635	**$871,624**
8792	Special Ed Instructional Entitlement	$26,479	$52,957	$44,131	$44,131	$44,131	$44,131	$44,131	$47,073	$23,536	$23,536	$23,536	$23,536	**$441,309**
	Total State Revenue	$262,417	$290,599	$910,955	$412,021	$436,560	$439,500	$1,190,374	$414,963	$917,839	$391,427	$484,566	$945,318	**$7,096,539**
Local revenue														
8096	In Lieu of Property Taxes	$79,735	$159,470	$132,892	$132,892	$132,892	$132,892	$132,892	$141,751	$70,876	$70,876	$70,876	$70,876	**$1,328,919**
	Total Local Revenue	$79,735	$159,470	$132,892	$132,892	$132,892	$132,892	$132,892	$141,751	$70,876	$70,876	$70,876	$70,876	**$1,328,919**
Other revenue														
8631	Sale of Equipment and Supplies	$189	$189	$189	$189	$189	$189	$189	$189	$189	$189	$189	$189	**$2,273**
8634	Food Service Sales	$0	-	-	-	-	-	-	-	-	-	-	-	**$0**
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8699	School Fundraising	$720	$901	$901	$810	$630	$540	$540	$450	$360	$720	$901	$1,531	**$9,005**
	Total Other Revenue	$910	$1,090	$1,090	$1,000	$820	$730	$730	$640	$550	$910	$1,090	$1,720	**$11,278**
Total Revenue		**$355,065**	**$488,543**	**$1,159,290**	**$581,112**	**$605,470**	**$687,475**	**$1,359,194**	**$593,281**	**$1,019,366**	**$493,314**	**$586,633**	**$1,109,698**	**$9,038,442**
Expenses														
Salaries														
1110	Certificated Teachers' Salaries	$33,750	$209,728	$209,728	$209,728	$209,728	$209,728	$209,728	$209,728	$209,728	$209,728	$209,728	$209,728	**$2,340,759**
1140	Certificated Teachers' Salaries – Stipends	$0	$4,350	$4,350	$4,350	$4,350	$4,350	$4,350	$4,350	$4,350	$4,350	$4,350	$0	**$43,500**
1210	Certificated Pupil Support Salaries – Salary	$22,830	$22,830	$22,830	$22,830	$22,830	$22,830	$22,830	$22,830	$22,830	$22,830	$22,830	$22,830	**$273,955**
1230	Certificated Pupil Support Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1310	Certificated Supervisors' and Administrators' Salaries	$30,248	$30,248	$30,248	$30,248	$30,248	$30,248	$30,248	$30,248	$30,248	$30,248	$30,248	$30,248	**$362,974**
1330	Certificated Supervisors' and Administrators' Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1910	Other Certificated Salaries – Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1930	Other Certificated Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2110	Classified Instructional Salaries - Salary	$0	$4,465	$4,465	$4,465	$4,465	$4,465	$4,465	$4,465	$4,465	$4,465	$4,465	$4,465	**$49,115**
2120	Classified Instructional Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2130	Classified Instructional Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2210	Classified Support Salaries - Salary	$9,241	$9,241	$9,241	$9,241	$9,241	$9,241	$9,241	$9,241	$9,241	$9,241	$9,241	$9,241	**$110,889**
2220	Classified Support Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2230	Classified Support Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2310	Classified Supervisors' and Administrators' Salaries - Salary	$6,588	$6,588	$6,588	$6,588	$6,588	$6,588	$6,588	$6,588	$6,588	$6,588	$6,588	$6,588	**$79,050**
2320	Classified Supervisors' and Administrators' Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2330	Classified Supervisors' and Administrators' Salaries - Bonus	$0	$3,955	$3,955	$3,955	$3,955	$3,955	$3,955	$3,955	$3,955	$3,955	$3,955	$0	**$39,545**
2410	Clerical, Technical, and Office Staff Salaries - Salary	$8,276	$8,276	$8,276	$8,276	$8,276	$8,276	$8,276	$8,276	$8,276	$8,276	$8,276	$8,276	**$99,317**
2420	Clerical, Technical, and Office Staff Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2430	Clerical, Technical, and Office Staff Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2910	Other Classified Salaries - Salary	$3,987	$3,987	$3,987	$3,987	$3,987	$3,987	$3,987	$3,987	$3,987	$3,987	$3,987	$3,987	**$47,842**
2920	Other Classified Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2930	Other Classified Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Salaries	$114,919	$303,667	$303,667	$303,667	$303,667	$303,667	$303,667	$303,667	$303,667	$303,667	$303,667	$295,362	**$3,446,947**

Alliance College-Ready Middle Academy 4

		Prior Year P2 and PENSEC Estimates						P-1				P-2	
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
Benefits														
3101	STRS, certificated positions	$16,584	$50,196	$50,196	$50,196	$50,196	$50,196	$50,196	$50,196	$50,196	$50,196	$50,196	$50,196	**$568,738**
3202	PERS, classified positions	$7,809	$9,051	$9,051	$9,051	$9,051	$9,051	$9,051	$9,051	$9,051	$9,051	$9,051	$9,051	**$107,367**
3301	OASDI certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3302	OASDI, classified positions	$1,742	$2,019	$2,019	$2,019	$2,019	$2,019	$2,019	$2,019	$2,019	$2,019	$2,019	$2,019	**$23,945**
3311	Medicare certificated positions	$928	$3,544	$3,544	$3,544	$3,544	$3,544	$3,544	$3,544	$3,544	$3,544	$3,544	$3,544	**$39,916**
3312	Medicare, classified positions	$407	$472	$472	$472	$472	$472	$472	$472	$472	$472	$472	$472	**$5,600**
3401	Health and Welfare, certificated positions	$26,285	$26,285	$26,285	$26,285	$26,285	$26,285	$26,285	$26,285	$26,285	$26,285	$26,285	$26,285	**$315,415**
3402	Health and Welfare, classified positions	$5,723	$5,723	$5,723	$5,723	$5,723	$5,723	$5,723	$5,723	$5,723	$5,723	$5,723	$5,723	**$68,679**
3501	State Unemployment, certificated positions	$2,279	$2,279	$2,279	$2,279	$2,279	$2,279	$2,279	$2,279	$2,279	$2,279	$2,279	$2,279	**$27,342**
3502	State Unemployment, classified positions	$488	$488	$488	$488	$488	$488	$488	$488	$488	$488	$488	$488	**$5,859**
3601	Workers' Compensation Insurance, certificated positions	$640	$2,444	$2,444	$2,444	$2,444	$2,444	$2,444	$2,444	$2,444	$2,444	$2,444	$2,444	**$27,528**
3602	Workers' Compensation Insurance, classified positions	$281	$326	$326	$326	$326	$326	$326	$326	$326	$326	$326	$326	**$3,862**
3901	Other Benefits, certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3902	Other Benefits, classified positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Benefits	$63,166	$102,826	$102,826	$102,826	$102,826	$102,826	$102,826	$102,826	$102,826	$102,826	$102,826	$102,826	**$1,194,253**
Books and supplies														
4101	Textbooks and Core Curricula Materials	7,548.9	7,548.9	7,548.9	7,548.9	7,548.9	7,548.9	7,548.9	7,548.9	7,548.9	7,548.9	7,548.9	7,548.9	**$90,587**
4102	Software – Instructional	4,726.7	4,726.7	4,726.7	4,726.7	4,726.7	4,726.7	4,726.7	4,726.7	4,726.7	4,726.7	4,726.7	4,726.7	**$56,720**
4200	Books and Other Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
4301	College Prep	358.4	358.4	358.4	358.4	358.4	358.4	358.4	358.4	358.4	358.4	358.4	358.4	**$4,301**
4302	Other Materials and Supplies	7,063.3	7,063.3	7,063.3	7,063.3	7,063.3	7,063.3	7,063.3	7,063.3	7,063.3	7,063.3	7,063.3	7,063.3	**$84,759**
4304	Uniforms	1,262.5	1,262.5	1,262.5	1,262.5	1,262.5	1,262.5	1,262.5	1,262.5	1,262.5	1,262.5	1,262.5	1,262.5	**$15,150**
4400	Noncapitalized Equipment	8,376.2	8,376.2	8,376.2	8,376.2	8,376.2	8,376.2	8,376.2	8,376.2	8,376.2	8,376.2	8,376.2	8,376.2	**$100,514**
4700	Food (Child Nutrition) (FY 17: Food Services)	$0	$15,006	$28,511	$28,511	$28,511	$28,511	$28,511	$28,511	$28,511	$28,511	$28,511	$28,511	**$300,114**
	Total Books and Supplies	$29,336	$44,342	$57,847	$57,847	$57,847	$57,847	$57,847	$57,847	$57,847	$57,847	$57,847	$57,847	**$652,145**
Subagreement services														
5101	Subagreements for Services (FY 17: Nursing)	3,992.6	3,992.6	3,992.6	3,992.6	3,992.6	3,992.6	3,992.6	3,992.6	3,992.6	3,992.6	3,992.6	3,992.6	**$47,911**
5102	Special Education (Subagreement/Contract)	17,254.2	17,254.2	17,254.2	17,254.2	17,254.2	17,254.2	17,254.2	17,254.2	17,254.2	17,254.2	17,254.2	17,254.2	**$207,050**
5103	Substitute Teacher (Subagreement/Contract)	12,625.0	12,625.0	12,625.0	12,625.0	12,625.0	12,625.0	12,625.0	12,625.0	12,625.0	12,625.0	12,625.0	12,625.0	**$151,500**
5104	Transportation (Subagreement/Contract)	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5105	Security (Subagreement/Contract)	8,416.7	8,416.7	8,416.7	8,416.7	8,416.7	8,416.7	8,416.7	8,416.7	8,416.7	8,416.7	8,416.7	8,416.7	**$101,000**
5106	Printing (Subagreement/Contract)	420.8	420.8	420.8	420.8	420.8	420.8	420.8	420.8	420.8	420.8	420.8	420.8	**$5,050**
5107	After-School Programs (Subagreement/Contract)	45,072.4	45,072.4	45,072.4	45,072.4	45,072.4	45,072.4	45,072.4	45,072.4	45,072.4	45,072.4	45,072.4	45,072.4	**$540,869**
	Total Subagreement Services	$87,782	$87,782	$87,782	$87,782	$87,782	$87,782	$87,782	$87,782	$87,782	$87,782	$87,782	$87,782	**$1,053,380**
Travel and Conference														
5231	General Travel and Conference	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5232	Conference and Training Entrance Fees	7,011.1	7,011.1	7,011.1	7,011.1	7,011.1	7,011.1	7,011.1	7,011.1	7,011.1	7,011.1	7,011.1	7,011.1	**$84,133**
5233	Mileage	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5234	Ground Transportation	1,321.4	1,321.4	1,321.4	1,321.4	1,321.4	1,321.4	1,321.4	1,321.4	1,321.4	1,321.4	1,321.4	1,321.4	**$15,857**
5235	Air Travel	420.8	420.8	420.8	420.8	420.8	420.8	420.8	420.8	420.8	420.8	420.8	420.8	**$5,050**
5236	Hotel and Accommodation	505.0	505.0	505.0	505.0	505.0	505.0	505.0	505.0	505.0	505.0	505.0	505.0	**$6,060**
5237	Business Meals	134.7	134.7	134.7	134.7	134.7	134.7	134.7	134.7	134.7	134.7	134.7	134.7	**$1,616**
	Total Travel and Conference	$9,393	$9,393	$9,393	$9,393	$9,393	$9,393	$9,393	$9,393	$9,393	$9,393	$9,393	$9,393	**$112,716**
Dues & Memberships														
5300	Dues & Memberships	704.5	704.5	704.5	704.5	704.5	704.5	704.5	704.5	704.5	704.5	704.5	704.5	**$8,454**
	Total Travel and Conference	$704	$704	$704	$704	$704	$704	$704	$704	$704	$704	$704	$704	**$8,454**
Insurance														
5400	Insurance	4,707.3	4,707.3	4,707.3	4,707.3	4,707.3	4,707.3	4,707.3	4,707.3	4,707.3	4,707.3	4,707.3	4,707.3	**$56,487**
	Total Insurance	$4,707	$4,707	$4,707	$4,707	$4,707	$4,707	$4,707	$4,707	$4,707	$4,707	$4,707	$4,707	**$56,487**
Operations and Housekeeping Services														
5501	Utilities	29.2	29.2	29.2	29.2	29.2	29.2	29.2	29.2	29.2	29.2	29.2	29.2	**$350**
5502	Janitorial/Trash Removal	1,683.3	1,683.3	1,683.3	1,683.3	1,683.3	1,683.3	1,683.3	1,683.3	1,683.3	1,683.3	1,683.3	1,683.3	**$20,200**
5503	Security	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Ops and Housekeeping	$1,713	$1,713	$1,713	$1,713	$1,713	$1,713	$1,713	$1,713	$1,713	$1,713	$1,713	$1,713	**$20,550**
Rentals, Leases, and Repairs														
5600	Rentals, Leases and Repairs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5601	Rent	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	**$540,032**
5602	Additional Rent	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	**$14,816**
5603	Equipment Leases	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	**$7,000**
5604	Other Leases (Parking)	$6	$6	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$11**
5605	Real/Personal Property Taxes	$587	$587	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$1,174**
5606	Venue Rentals	833.3	833.3	833.3	833.3	833.3	833.3	833.3	833.3	833.3	833.3	833.3	833.3	**$10,000**
5610	Repairs and Maintenance	$6,560	$6,560	$6,560	$6,560	$6,560	$6,560	$6,560	$6,560	$6,560	$6,560	$6,560	$6,560	**$78,720**
	Total Rentals, Leases and Repairs	$54,806	$54,806	$54,214	$54,214	$54,214	$54,214	$54,214	$54,214	$54,214	$54,214	$54,214	$54,214	**$651,753**

Alliance College-Ready Middle Academy 4

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
Transfers of Direct Costs														
5710	Transfer of Direct Costs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5750	Transfer of Direct Costs - Interfund	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Professional/Consulting Services and Operating Expenditures														
5801	General Operating Expenditures (Before FY17: IT)	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5802	Accounting - Professional and Consulting Services	1,077.3	1,077.3	1,077.3	1,077.3	1,077.3	1,077.3	1,077.3	1,077.3	1,077.3	1,077.3	1,077.3	1,077.3	**$12,928**
5803	Legal- Professional and Consulting Services	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5805	General - Professional and Consulting Services	17,395.7	17,395.7	17,395.7	17,395.7	17,395.7	17,395.7	17,395.7	17,395.7	17,395.7	17,395.7	17,395.7	17,395.7	**$208,748**
5807	IT Services - Professional and Consulting Services	2,349.5	2,349.5	2,349.5	2,349.5	2,349.5	2,349.5	2,349.5	2,349.5	2,349.5	2,349.5	2,349.5	2,349.5	**$28,194**
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5811	Administrative Services Fee	$42,499	$58,494	$138,984	$69,613	$72,558	$82,409	$163,016	$71,117	$122,258	$59,088	$70,265	$132,957	**$1,083,260**
5812	District Oversight Fee	$2,425	$3,223	$4,259	$4,259	$4,259	$4,259	$4,259	$4,348	$3,639	$3,639	$3,639	$3,639	**$45,851**
5813	LACOE Fees	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5814	SELPA Fees	$6,606	$13,213	$11,011	$11,011	$11,011	$11,011	$11,011	$11,745	$5,872	$5,872	$5,872	$5,872	**$110,108**
5815	Rent Equalization Fee(Credit)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5817	Other taxes and fees	251.5	251.5	251.5	251.5	251.5	251.5	251.5	251.5	251.5	251.5	251.5	251.5	**$3,019**
5821	Professional Development Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5822	Temporary Administrative Support	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5831	Food or Catering Services	4,258.8	4,258.8	4,258.8	4,258.8	4,258.8	4,258.8	4,258.8	4,258.8	4,258.8	4,258.8	4,258.8	4,258.8	**$51,106**
5832	Entrance Fees	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5833	Transportation Services	1,115.6	1,115.6	1,115.6	1,115.6	1,115.6	1,115.6	1,115.6	1,115.6	1,115.6	1,115.6	1,115.6	1,115.6	**$13,388**
5834	Software - Operating	6,043.6	6,043.6	6,043.6	6,043.6	6,043.6	6,043.6	6,043.6	6,043.6	6,043.6	6,043.6	6,043.6	6,043.6	**$72,523**
5835	Printing - General	625.1	625.1	625.1	625.1	625.1	625.1	625.1	625.1	625.1	625.1	625.1	625.1	**$7,501**
5840	Scholarship Expense	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5841	Mentorship Program Awards	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5842	Relocation	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5899	Pledge Write Off	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Professional Services and Opering Exp.	$84,648	$108,047	$187,372	$118,001	$120,946	$130,797	$211,403	$120,327	$164,887	$101,717	$112,894	$175,586	**$1,636,626**
Communications														
5901	General Communications	6,250.7	6,250.7	6,250.7	6,250.7	6,250.7	6,250.7	6,250.7	6,250.7	6,250.7	6,250.7	6,250.7	6,250.7	**$75,009**
5902	Postage and Shipping	239.8	239.8	239.8	239.8	239.8	239.8	239.8	239.8	239.8	239.8	239.8	239.8	**$2,877**
5903	Job Advertising	1,346.7	1,346.7	1,346.7	1,346.7	1,346.7	1,346.7	1,346.7	1,346.7	1,346.7	1,346.7	1,346.7	1,346.7	**$16,160**
	Total Communications	$7,837	$7,837	$7,837	$7,837	$7,837	$7,837	$7,837	$7,837	$7,837	$7,837	$7,837	$7,837	**$94,046**
Depreciation														
6900	Depreciation Expense	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	**$100,166**
	Total depreciation	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$100,166
Interest														
7438	Interest Expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total interest	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Expenses		**$467,358**	**$734,171**	**$826,408**	**$757,038**	**$759,982**	**$769,834**	**$850,440**	**$759,364**	**$803,924**	**$740,754**	**$751,931**	**$806,319**	**$9,027,524**
Monthly Surplus (Deficit)		**($112,293)**	**($245,629)**	**$332,882**	**($175,926)**	**($154,512)**	**($82,359)**	**$508,754**	**($166,083)**	**$215,442**	**($247,441)**	**($165,298)**	**$303,380**	**$10,919**
Net Asset Reserves		**$6,065,349**	**$5,819,720**	**$6,152,602**	**$5,976,676**	**$5,822,164**	**$5,739,805**	**$6,248,560**	**$6,082,477**	**$6,297,919**	**$6,050,478**	**$5,885,181**	**$6,188,561**	**$6,188,561**

Alliance College-Ready Middle Academy 4

	Prior Year P2 and PENSEC Estimates							P-1				P-2	
	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
Cash Flow Adjustments													
Monthly Surplus (Deficit)	($112,293)	($245,629)	$332,882	($175,926)	($154,512)	($82,359)	$508,754	($166,083)	$215,442	($247,441)	($165,298)	$303,380	**$10,919**
Cash flows from operating activities:													
Depreciation/amortization	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	**$100,166**
Public funding receivables, net	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Grants, contributions and pledges receivable, net	($473)	($591)	($591)	($532)	($414)	($355)	($355)	($296)	($236)	($473)	($591)	($1,005)	**($5,911)**
Due to/from related parties	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Prepaid expenses	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	**$50,936**
Deferred Rent Receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Other assets	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Accounts payable and accrued expenses	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Accrued Admin. Svc. Fee	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Deferred Rent	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**($100,174)**	**($233,628)**	**$344,883**	**($163,866)**	**($142,334)**	**($70,121)**	**$520,992**	**($153,786)**	**$227,797**	**($235,322)**	**($153,297)**	**$314,967**	**$156,110**
Cash flows from investing activities:													
Purchases of property and equipment (Non-E-Rate)	($83,333)	($83,333)	($83,333)	($83,333)	($83,333)	($83,333)	($83,333)	($83,333)	($83,333)	($83,333)	($83,333)	($83,333)	**($1,000,000)**
Purchases of property and equipment (E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Notes receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**($83,333)**	**($83,333)**	**($83,333)**	**($83,333)**	**($83,333)**	**($83,333)**	**($83,333)**	**($83,333)**	**($83,333)**	**($83,333)**	**($83,333)**	**($83,333)**	**($1,000,000)**
Cash flows from financing activities:													
Principal payments of debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Proceeds from long-term debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Payments on capital lease obligation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Assets limited as to use	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Total Change in Cash	**($183,507)**	**($316,961)**	**$261,549**	**($247,200)**	**($225,667)**	**($153,455)**	**$437,658**	**($237,120)**	**$144,464**	**($318,655)**	**($236,630)**	**$231,633**	**($843,890)**
Cash, Beginning of Period	$4,623,955	$4,440,447	$4,123,486	$4,385,036	$4,137,836	$3,912,169	$3,758,714	$4,196,372	$3,959,252	$4,103,716	$3,785,061	$3,548,431	$4,623,955
Cash, End of Period	**$4,440,447**	**$4,123,486**	**$4,385,036**	**$4,137,836**	**$3,912,169**	**$3,758,714**	**$4,196,372**	**$3,959,252**	**$4,103,716**	**$3,785,061**	**$3,548,431**	**$3,780,065**	**$3,780,065**
Cash Reserves % of Budgeted Cash Expenses	*50%*	*46%*	*49%*	*46%*	*44%*	*42%*	*47%*	*44%*	*46%*	*42%*	*40%*	*42%*	*42%*

2026-2027 Monthly Forecast

Alliance College-Ready Middle Academy 4

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Total
Revenues														
Private grants and contributions														
8980	Contributions, Unrestricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
8990	Contributions, Restricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total private grants and contributions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Federal revenue														
8181	Federal Special Education (IDEA)	$6,619	$13,239	$11,032	$11,032	$11,032	$11,032	$11,032	$11,768	$5,884	$5,884	$5,884	$5,884	**$110,323**
8220	Federal Child Nutrition	$5,504	$24,519	$24,519	$24,519	$24,519	$24,519	$24,519	$24,519	$24,519	$24,519	$24,519	$24,519	**$275,208**
8221	*Title I, Part A - Basic Low Income*	*$0*	*$0*	*$79,946*	*$0*	*$0*	*$79,946*	*$0*	*$0*	*$0*	*$0*	*$0*	*$39,973*	***$199,866***
8222	*Title II, Part D - EETT*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$22,327*	***$22,327***
8223	*Title V, Part B - Charter School Grants*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8224	*ESSER III (Part A&B)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8225														***$0***
8226														***$0***
8227	*E-Rate*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8290	Sub Total Other Federal Revenue	$0	$0	$79,946	$0	$0	$79,946	$0	$0	$0	$0	$0	$62,300	**$222,193**
	Total Federal Revenue	$12,124	$37,757	$115,497	$35,551	$35,551	$115,497	$35,551	$36,286	$30,402	$30,402	$30,402	$92,703	**$607,724**
State revenue														
8012	EPA Funding	$0	$0	$513,902	$0	$0	$0	$513,902	$0	$513,902	$0	$0	$513,902	**$2,055,607**
8012.1	*Gen. Apportionment/PY Overpayment*													***$0***
8012.2	*Gen Apportionment New Grade*	-	-	-	-	-	-	-	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8012.3	*Gen. Apportionment Continuing Charters*	*$167,694*	*$167,694*	*$301,850*	*$301,850*	*$301,850*	*$301,850*	*$301,850*	*$301,850*	*$301,850*	*$301,850*	*$301,850*	*$301,850*	***$3,353,885***
8015	General Apportionment	$167,694	$167,694	$301,850	$301,850	$301,850	$301,850	$301,850	$301,850	$301,850	$301,850	$301,850	$301,850	**$3,353,885**
8311	Mandate Block Grant	$0	$0	$0	$0	$24,539	$0	$0	$0	$0	$0	$0	$0	**$24,539**
8520	Child Nutrition	$493	$2,197	$2,197	$2,197	$2,197	$2,197	$2,197	$2,197	$2,197	$2,197	$2,197	$2,197	**$24,659**
8545	School Facilities Apportionment (SB740)	$0	$0	$0	$0	$0	$0	$279,419	$0	$0	$0	$93,140	$0	**$372,559**
8560	State Lottery	$0	$0	$0	$0	$0	$27,479	$0	$0	$27,479	$0	$0	$54,957	**$109,915**
8590	Other State Revenue	$72,635	$72,635	$72,635	$72,635	$72,635	$72,635	$72,635	$72,635	$72,635	$72,635	$72,635	$72,635	**$871,624**
8792	Special Ed Instructional Entitlement	$27,273	$54,546	$45,455	$45,455	$45,455	$45,455	$45,455	$48,485	$24,243	$24,243	$24,243	$24,243	**$454,548**
	Total State Revenue	$268,096	$297,072	$936,039	$422,137	$446,676	$449,615	$1,215,458	$425,167	$942,305	$400,924	$494,064	$969,784	**$7,267,336**
Local revenue														
8096	In Lieu of Property Taxes	$82,127	$164,254	$136,879	$136,879	$136,879	$136,879	$136,879	$146,004	$73,002	$73,002	$73,002	$73,002	**$1,368,787**
	Total Local Revenue	$82,127	$164,254	$136,879	$136,879	$136,879	$136,879	$136,879	$146,004	$73,002	$73,002	$73,002	$73,002	**$1,368,787**
Other revenue														
8631	Sale of Equipment and Supplies	$191	$191	$191	$191	$191	$191	$191	$191	$191	$191	$191	$191	**$2,295**
8634	Food Service Sales	$0	-	-	-	-	-	-	-	-	-	-	-	**$0**
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8699	School Fundraising	$735	$919	$919	$827	$643	$551	$551	$459	$367	$735	$919	$1,561	**$9,185**
	Total Other Revenue	$926	$1,110	$1,110	$1,018	$834	$742	$742	$651	$559	$926	$1,110	$1,753	**$11,480**
Total Revenue		**$363,272**	**$500,194**	**$1,189,524**	**$595,584**	**$619,939**	**$702,734**	**$1,388,630**	**$608,108**	**$1,046,268**	**$505,255**	**$598,578**	**$1,137,241**	$9,255,327
Expenses														
Salaries														
1110	Certificated Teachers' Salaries	$33,750	$214,939	$214,939	$214,939	$214,939	$214,939	$214,939	$214,939	$214,939	$214,939	$214,939	$214,939	**$2,398,075**
1140	Certificated Teachers' Salaries – Stipends	$0	$4,350	$4,350	$4,350	$4,350	$4,350	$4,350	$4,350	$4,350	$4,350	$4,350	$0	**$43,500**
1210	Certificated Pupil Support Salaries – Salary	$23,286	$23,286	$23,286	$23,286	$23,286	$23,286	$23,286	$23,286	$23,286	$23,286	$23,286	$23,286	**$279,434**
1230	Certificated Pupil Support Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1310	Certificated Supervisors' and Administrators' Salaries	$30,853	$30,853	$30,853	$30,853	$30,853	$30,853	$30,853	$30,853	$30,853	$30,853	$30,853	$30,853	**$370,234**
1330	Certificated Supervisors' and Administrators' Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1910	Other Certificated Salaries – Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1930	Other Certificated Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2110	Classified Instructional Salaries - Salary	$0	$4,554	$4,554	$4,554	$4,554	$4,554	$4,554	$4,554	$4,554	$4,554	$4,554	$4,554	**$50,097**
2120	Classified Instructional Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2130	Classified Instructional Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2210	Classified Support Salaries - Salary	$9,426	$9,426	$9,426	$9,426	$9,426	$9,426	$9,426	$9,426	$9,426	$9,426	$9,426	$9,426	**$113,107**
2220	Classified Support Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2230	Classified Support Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2310	Classified Supervisors' and Administrators' Salaries - Salary	$6,719	$6,719	$6,719	$6,719	$6,719	$6,719	$6,719	$6,719	$6,719	$6,719	$6,719	$6,719	**$80,631**
2320	Classified Supervisors' and Administrators' Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2330	Classified Supervisors' and Administrators' Salaries - Bonus	$0	$3,955	$3,955	$3,955	$3,955	$3,955	$3,955	$3,955	$3,955	$3,955	$3,955	$0	**$39,545**
2410	Clerical, Technical, and Office Staff Salaries - Salary	$8,442	$8,442	$8,442	$8,442	$8,442	$8,442	$8,442	$8,442	$8,442	$8,442	$8,442	$8,442	**$101,304**
2420	Clerical, Technical, and Office Staff Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2430	Clerical, Technical, and Office Staff Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2910	Other Classified Salaries - Salary	$4,067	$4,067	$4,067	$4,067	$4,067	$4,067	$4,067	$4,067	$4,067	$4,067	$4,067	$4,067	**$48,799**
2920	Other Classified Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2930	Other Classified Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Salaries	$116,542	$310,590	$310,590	$310,590	$310,590	$310,590	$310,590	$310,590	$310,590	$310,590	$310,590	$302,285 #	**$3,524,726**

Alliance College-Ready Middle Academy 4

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Total
Benefits														
3101	STRS, certificated positions	$16,787	$51,394	$51,394	$51,394	$51,394	$51,394	$51,394	$51,394	$51,394	$51,394	$51,394	$51,394	**$582,119**
3202	PERS, classified positions	$7,966	$9,232	$9,232	$9,232	$9,232	$9,232	$9,232	$9,232	$9,232	$9,232	$9,232	$9,232	**$109,515**
3301	OASDI certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3302	OASDI, classified positions	$1,777	$2,059	$2,059	$2,059	$2,059	$2,059	$2,059	$2,059	$2,059	$2,059	$2,059	$2,059	**$24,424**
3311	Medicare certificated positions	$937	$3,630	$3,630	$3,630	$3,630	$3,630	$3,630	$3,630	$3,630	$3,630	$3,630	$3,630	**$40,867**
3312	Medicare, classified positions	$415	$482	$482	$482	$482	$482	$482	$482	$482	$482	$482	$482	**$5,712**
3401	Health and Welfare, certificated positions	$27,599	$27,599	$27,599	$27,599	$27,599	$27,599	$27,599	$27,599	$27,599	$27,599	$27,599	$27,599	**$331,186**
3402	Health and Welfare, classified positions	$6,009	$6,009	$6,009	$6,009	$6,009	$6,009	$6,009	$6,009	$6,009	$6,009	$6,009	$6,009	**$72,113**
3501	State Unemployment, certificated positions	$2,279	$2,279	$2,279	$2,279	$2,279	$2,279	$2,279	$2,279	$2,279	$2,279	$2,279	$2,279	**$27,342**
3502	State Unemployment, classified positions	$488	$488	$488	$488	$488	$488	$488	$488	$488	$488	$488	$488	**$5,859**
3601	Workers' Compensation Insurance, certificated positions	$646	$2,503	$2,503	$2,503	$2,503	$2,503	$2,503	$2,503	$2,503	$2,503	$2,503	$2,503	**$28,184**
3602	Workers' Compensation Insurance, classified positions	$287	$332	$332	$332	$332	$332	$332	$332	$332	$332	$332	$332	**$3,939**
3901	Other Benefits, certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3902	Other Benefits, classified positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Benefits	$65,189	$106,006	$106,006	$106,006	$106,006	$106,006	$106,006	$106,006	$106,006	$106,006	$106,006	$106,006	**$1,231,260**
Books and supplies														
4101	Textbooks and Core Curricula Materials	7,624.4	7,624.4	7,624.4	7,624.4	7,624.4	7,624.4	7,624.4	7,624.4	7,624.4	7,624.4	7,624.4	7,624.4	**$91,493**
4102	Software – Instructional	4,774.0	4,774.0	4,774.0	4,774.0	4,774.0	4,774.0	4,774.0	4,774.0	4,774.0	4,774.0	4,774.0	4,774.0	**$57,288**
4200	Books and Other Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
4301	College Prep	362.0	362.0	362.0	362.0	362.0	362.0	362.0	362.0	362.0	362.0	362.0	362.0	**$4,344**
4302	Other Materials and Supplies	7,133.9	7,133.9	7,133.9	7,133.9	7,133.9	7,133.9	7,133.9	7,133.9	7,133.9	7,133.9	7,133.9	7,133.9	**$85,607**
4304	Uniforms	1,275.1	1,275.1	1,275.1	1,275.1	1,275.1	1,275.1	1,275.1	1,275.1	1,275.1	1,275.1	1,275.1	1,275.1	**$15,302**
4400	Noncapitalized Equipment	8,459.9	8,459.9	8,459.9	8,459.9	8,459.9	8,459.9	8,459.9	8,459.9	8,459.9	8,459.9	8,459.9	8,459.9	**$101,519**
4700	Food (Child Nutrition) (FY 17: Food Services)	$0	$15,143	$28,772	$28,772	$28,772	$28,772	$28,772	$28,772	$28,772	$28,772	$28,772	$28,772	**$302,866**
	Total Books and Supplies	$29,629	$44,773	$58,402	$58,402	$58,402	$58,402	$58,402	$58,402	$58,402	$58,402	$58,402	$58,402	**$658,418**
Subagreement services														
5101	Subagreements for Services (FY 17: Nursing)	4,032.5	4,032.5	4,032.5	4,032.5	4,032.5	4,032.5	4,032.5	4,032.5	4,032.5	4,032.5	4,032.5	4,032.5	**$48,390**
5102	Special Education (Subagreement/Contract)	17,426.7	17,426.7	17,426.7	17,426.7	17,426.7	17,426.7	17,426.7	17,426.7	17,426.7	17,426.7	17,426.7	17,426.7	**$209,121**
5103	Substitute Teacher (Subagreement/Contract)	12,751.3	12,751.3	12,751.3	12,751.3	12,751.3	12,751.3	12,751.3	12,751.3	12,751.3	12,751.3	12,751.3	12,751.3	**$153,015**
5104	Transportation (Subagreement/Contract)	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5105	Security (Subagreement/Contract)	8,500.8	8,500.8	8,500.8	8,500.8	8,500.8	8,500.8	8,500.8	8,500.8	8,500.8	8,500.8	8,500.8	8,500.8	**$102,010**
5106	Printing (Subagreement/Contract)	425.0	425.0	425.0	425.0	425.0	425.0	425.0	425.0	425.0	425.0	425.0	425.0	**$5,101**
5107	After-School Programs (Subagreement/Contract)	45,523.2	45,523.2	45,523.2	45,523.2	45,523.2	45,523.2	45,523.2	45,523.2	45,523.2	45,523.2	45,523.2	45,523.2	**$546,278**
	Total Subagreement Services	$88,660	$88,660	$88,660	$88,660	$88,660	$88,660	$88,660	$88,660	$88,660	$88,660	$88,660	$88,660	**$1,063,914**
Travel and Conference														
5231	General Travel and Conference	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5232	Conference and Training Entrance Fees	7,081.2	7,081.2	7,081.2	7,081.2	7,081.2	7,081.2	7,081.2	7,081.2	7,081.2	7,081.2	7,081.2	7,081.2	**$84,974**
5233	Mileage	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5234	Ground Transportation	1,334.6	1,334.6	1,334.6	1,334.6	1,334.6	1,334.6	1,334.6	1,334.6	1,334.6	1,334.6	1,334.6	1,334.6	**$16,016**
5235	Air Travel	425.0	425.0	425.0	425.0	425.0	425.0	425.0	425.0	425.0	425.0	425.0	425.0	**$5,101**
5236	Hotel and Accommodation	510.1	510.1	510.1	510.1	510.1	510.1	510.1	510.1	510.1	510.1	510.1	510.1	**$6,121**
5237	Business Meals	136.0	136.0	136.0	136.0	136.0	136.0	136.0	136.0	136.0	136.0	136.0	136.0	**$1,632**
	Total Travel and Conference	$9,487	$9,487	$9,487	$9,487	$9,487	$9,487	$9,487	$9,487	$9,487	$9,487	$9,487	$9,487	**$113,843**
Dues & Memberships														
5300	Dues & Memberships	711.5	711.5	711.5	711.5	711.5	711.5	711.5	711.5	711.5	711.5	711.5	711.5	**$8,538**
	Total Travel and Conference	$712	$712	$712	$712	$712	$712	$712	$712	$712	$712	$712	$712	**$8,538**
Insurance														
5400	Insurance	4,754.3	4,754.3	4,754.3	4,754.3	4,754.3	4,754.3	4,754.3	4,754.3	4,754.3	4,754.3	4,754.3	4,754.3	**$57,052**
	Total Insurance	$4,754	$4,754	$4,754	$4,754	$4,754	$4,754	$4,754	$4,754	$4,754	$4,754	$4,754	$4,754	**$57,052**
Operations and Housekeeping Services														
5501	Utilities	29.5	29.5	29.5	29.5	29.5	29.5	29.5	29.5	29.5	29.5	29.5	29.5	**$354**
5502	Janitorial/Trash Removal	1,700.2	1,700.2	1,700.2	1,700.2	1,700.2	1,700.2	1,700.2	1,700.2	1,700.2	1,700.2	1,700.2	1,700.2	**$20,402**
5503	Security	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Ops and Housekeeping	$1,730	$1,730	$1,730	$1,730	$1,730	$1,730	$1,730	$1,730	$1,730	$1,730	$1,730	$1,730	**$20,756**
Rentals, Leases, and Repairs														
5600	Rentals, Leases and Repairs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5601	Rent	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	$45,003	**$540,032**
5602	Additional Rent	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	$1,235	**$14,816**
5603	Equipment Leases	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	**$7,000**
5604	Other Leases (Parking)	$6	$6	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$11**
5605	Real/Personal Property Taxes	$587	$587	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$1,174**
5606	Venue Rentals	833.3	833.3	833.3	833.3	833.3	833.3	833.3	833.3	833.3	833.3	833.3	833.3	**$10,000**
5610	Repairs and Maintenance	$6,560	$6,560	$6,560	$6,560	$6,560	$6,560	$6,560	$6,560	$6,560	$6,560	$6,560	$6,560	**$78,720**
	Total Rentals, Leases and Repairs	$54,806	$54,806	$54,214	$54,214	$54,214	$54,214	$54,214	$54,214	$54,214	$54,214	$54,214	$54,214	**$651,753**
Transfers of Direct Costs														
5710	Transfer of Direct Costs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5750	Transfer of Direct Costs - Interfund	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**

Alliance College-Ready Middle Academy 4

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Total
Professional/Consulting Services and Operating Expenditures														
5801	General Operating Expenditures (Before FY17: IT)	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5802	Accounting - Professional and Consulting Services	1,088.1	1,088.1	1,088.1	1,088.1	1,088.1	1,088.1	1,088.1	1,088.1	1,088.1	1,088.1	1,088.1	1,088.1	**$13,057**
5803	Legal- Professional and Consulting Services	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5805	General - Professional and Consulting Services	17,569.6	17,569.6	17,569.6	17,569.6	17,569.6	17,569.6	17,569.6	17,569.6	17,569.6	17,569.6	17,569.6	17,569.6	**$210,835**
5807	IT Services - Professional and Consulting Services	2,373.0	2,373.0	2,373.0	2,373.0	2,373.0	2,373.0	2,373.0	2,373.0	2,373.0	2,373.0	2,373.0	2,373.0	**$28,476**
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5811	Administrative Services Fee	$43,482	$59,890	$142,610	$71,348	$74,293	$84,239	$166,546	$72,895	$125,485	$60,519	$71,696	$136,259	**$1,109,262**
5812	District Oversight Fee	$2,498	$3,319	$4,387	$4,387	$4,387	$4,387	$4,387	$4,479	$3,749	$3,749	$3,749	$3,749	**$47,227**
5813	LACOE Fees	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5814	SELPA Fees	$6,778	$13,557	$11,297	$11,297	$11,297	$11,297	$11,297	$12,051	$6,025	$6,025	$6,025	$6,025	**$112,974**
5815	Rent Equalization Fee(Credit)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5817	Other taxes and fees	254.1	254.1	254.1	254.1	254.1	254.1	254.1	254.1	254.1	254.1	254.1	254.1	**$3,049**
5821	Professional Development Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5822	Temporary Administrative Support	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5831	Food or Catering Services	4,301.4	4,301.4	4,301.4	4,301.4	4,301.4	4,301.4	4,301.4	4,301.4	4,301.4	4,301.4	4,301.4	4,301.4	**$51,617**
5832	Entrance Fees	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5833	Transportation Services	1,126.8	1,126.8	1,126.8	1,126.8	1,126.8	1,126.8	1,126.8	1,126.8	1,126.8	1,126.8	1,126.8	1,126.8	**$13,521**
5834	Software - Operating	6,104.1	6,104.1	6,104.1	6,104.1	6,104.1	6,104.1	6,104.1	6,104.1	6,104.1	6,104.1	6,104.1	6,104.1	**$73,249**
5835	Printing - General	631.4	631.4	631.4	631.4	631.4	631.4	631.4	631.4	631.4	631.4	631.4	631.4	**$7,577**
5840	Scholarship Expense	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5841	Mentorship Program Awards	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5842	Relocation	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5899	Pledge Write Off	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Professional Services and Opering Exp.	$86,207	$110,215	$191,743	$120,481	$123,426	$133,372	$215,680	$122,872	$168,707	$103,742	$114,918	$179,481	**$1,670,844**
Communications														
5901	General Communications	6,313.2	6,313.2	6,313.2	6,313.2	6,313.2	6,313.2	6,313.2	6,313.2	6,313.2	6,313.2	6,313.2	6,313.2	**$75,759**
5902	Postage and Shipping	242.2	242.2	242.2	242.2	242.2	242.2	242.2	242.2	242.2	242.2	242.2	242.2	**$2,906**
5903	Job Advertising	1,360.1	1,360.1	1,360.1	1,360.1	1,360.1	1,360.1	1,360.1	1,360.1	1,360.1	1,360.1	1,360.1	1,360.1	**$16,322**
	Total Communications	$7,916	$7,916	$7,916	$7,916	$7,916	$7,916	$7,916	$7,916	$7,916	$7,916	$7,916	$7,916	**$94,987**
Depreciation														
6900	Depreciation Expense	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	**$100,166**
	Total depreciation	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$100,166
Interest														
7438	Interest Expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total interest	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Expenses		**$473,978**	**$747,995**	**$842,559**	**$771,298**	**$774,242**	**$784,189**	**$866,496**	**$773,689**	**$819,524**	**$754,558**	**$765,735**	**$821,993**	**$9,196,257**
Monthly Surplus (Deficit)		**($110,706)**	**($247,801)**	**$346,965**	**($175,713)**	**($154,303)**	**($81,455)**	**$522,133**	**($165,581)**	**$226,744**	**($249,303)**	**($167,157)**	**$315,248**	**$59,071**
Net Asset Reserves		**$6,188,561**	**$5,940,759**	**$6,287,724**	**$6,112,011**	**$5,957,708**	**$5,876,253**	**$6,398,386**	**$6,232,805**	**$6,459,549**	**$6,210,246**	**$6,043,089**	**$6,358,337**	**$6,358,337**

Alliance College-Ready Middle Academy 4

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Total
Cash Flow Adjustments													
Monthly Surplus (Deficit)	($110,706)	($247,801)	$346,965	($175,713)	($154,303)	($81,455)	$522,133	($165,581)	$226,744	($249,303)	($167,157)	$315,248	**$59,071**
Cash flows from operating activities:													
Depreciation/amortization	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	$8,347	**$100,166**
Public funding receivables, net	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Grants, contributions and pledges receivable, net	($473)	($591)	($591)	($532)	($414)	($355)	($355)	($296)	($236)	($473)	($591)	($1,005)	**($5,911)**
Due to/from related parties	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Prepaid expenses	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	$4,245	**$50,936**
Deferred Rent Receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Other assets	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Accounts payable and accrued expenses	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Accrued Admin. Svc. Fee	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Deferred Rent	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**($98,587)**	**($235,800)**	**$358,966**	**($163,654)**	**($142,125)**	**($69,218)**	**$534,371**	**($153,285)**	**$239,099**	**($237,184)**	**($155,156)**	**$326,835**	**$204,262**
Cash flows from investing activities:													
Purchases of property and equipment (Non-E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Purchases of property and equipment (E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Notes receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Cash flows from financing activities:													
Principal payments of debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Proceeds from long-term debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Payments on capital lease obligation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Assets limited as to use	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Total Change in Cash	**($98,587)**	**($235,800)**	**$358,966**	**($163,654)**	**($142,125)**	**($69,218)**	**$534,371**	**($153,285)**	**$239,099**	**($237,184)**	**($155,156)**	**$326,835**	**$204,262**
Cash, Beginning of Period	$3,780,065	$3,681,478	$3,445,677	$3,804,643	$3,640,989	$3,498,864	$3,429,647	$3,964,017	$3,810,732	$4,049,832	$3,812,647	$3,657,492	$3,780,065
Cash, End of Period	**$3,681,478**	**$3,445,677**	**$3,804,643**	**$3,640,989**	**$3,498,864**	**$3,429,647**	**$3,964,017**	**$3,810,732**	**$4,049,832**	**$3,812,647**	**$3,657,492**	**$3,984,327**	**$3,984,327**
Cash Reserves % of Budgeted Cash Expenses	*40%*	*38%*	*42%*	*40%*	*38%*	*38%*	*44%*	*42%*	*45%*	*42%*	*40%*	*44%*	*44%*

ATTACHMENT D

Los Angeles Unified School District

Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Updated August 11, 2020

LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division
333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017
213-241-0399

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Federal, State and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Dear Applicants:

On the following pages, you will find the "Federal, State, and District Required Language" ("FSDRL") that must be included in a comprehensive independent charter school petition.*****

Please follow the instructions below:

- ❒ Check the Charter Schools Division website (http://charterschools.lausd.net) to ensure that this document is the current version of the FSDRL, as it may be changed from time to time.

- ❒ Provide the "Assurances, Affirmations, and Declarations" page (the first two pages of the FSDRL) at the beginning of the petition, immediately after the table of contents.

- ❒ Place the FSDRL for each Element at the beginning of the Element under the Element heading. Use the Element headings provided in the FSDRL, including the statutory language for each Element.

- ❒ Highlight all FSDRL in gray, as shown here, to facilitate easy identification of the FSDRL within the petition. Do not highlight any other text in gray.

- ❒ On the "Assurances, Affirmations, and Declarations" page, replace "[Charter School]" with the name of the proposed charter school and replace "[short form of school name]" with an appropriate identifier.

- ❒ **Do not add, delete, or change any provision of the FSDRL other than the instruction above.**

- ❒ **Ensure that all other provisions in the charter petition do not duplicate and are otherwise consistent with the provisions of the FSDRL.**

***NOTE: Public School Choice (PSC) charter schools seeking renewal must include in their renewal petitions the PSC-specific version of the FSDRL. Other charter schools, such as conversion independent and non-classroom based charter schools, may be required to include context-specific FSDRL as well.**

Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as "[short form of school name]" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 – The Educational Program

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 47605(c)(5)(A)(i).)**

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." **(Ed. Code § 47605(c)(5)(A)(ii).)**

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." **(Ed. Code § 47605(c)(5)(A)(iii).)**

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on

sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard Engish Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place

to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special EducationPolicies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(c)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued

enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall rquire all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and dettraermined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual,

transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner,

neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." **(Ed. Code § 47605(c)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services

to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily

removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." **(Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or

within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail,

or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School Name]
[Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

   Director/Principal
   [Charter School]
   [Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15)

business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the

Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district,

enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation

undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as

other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

    (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

    (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

    (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

    (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an

appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles

Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificatesof insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission

of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

Return to Order of Business

TAB 25

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-161-24/25, **Version:** 1

Approval of the Proposed Material Revision for Alliance Gertz-Ressler Richard Merkin 6-12 Complex
January 14, 2025
Charter Schools Division

Action Proposed:
Approve the material revision of the charter for Alliance Gertz-Ressler Richard Merkin 6-12 Complex ("Charter School"), to add an additional site within the community, as defined in the LAUSD Policy and Procedures for Charter Schools. The proposed additional site is located at 2211 S. Union Street, Los Angeles, CA 90007 in Board District 5 and Region South. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance Gertz-Ressler Richard Merkin 6-12 Complex is a 6-12 span school currently serving 1,035 students on a private facility at 2023 S. Union Street, Los Angeles, CA, 90007 in Board District 5 and Region South. Alliance Gertz-Ressler Richard Merkin 6-12 Complex was approved by the LAUSD Board of Education on April 27, 2004. On September 25, 2018, the charter school was renewed for another five-year term to serve up to 1,010 students in grades 6-12.

On September 17, 2024, the Charter Schools Division commenced processing of Alliance Gertz-Merkin's complete material revision. Alliance Gertz-Ressler Richard Merkin 6-12 Complex seeks to revise its current charter, which expires June 30, 2027.

Based on a comprehensive review of the material revision application and supporting documentation, staff has determined that the charter school has met the standards and criteria set forth in Education Code section 47605 (see Ed. Code, §47607(b)) and therefore recommends approval of the material revision of the charter.

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

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the material revision of the charter, Charter School would continue to operate as a charter school, as amended, for the remainder of the charter term.

"No" - If the Board does not adopt the recommendation of approval of the material revision of the charter, and instead takes specific action to deny the proposed material revision of the charter, Charter School would continue to operate under the terms of its current charter consistently with the Board's action and direction.

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

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

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

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

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

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

Equity Impact:
Not applicable

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance Gertz-Ressler Richard Merkin 6-12 Complex Data Set
Attachment C - Material Revision

Budget will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1ScvJRsEORSfGb7Qugwpu6QnvNV5PBNOl?usp=drive_link>

Informatives:
Not applicable

Submitted:
12/10/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

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ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
REQUEST FOR MATERIAL REVISION OF CHARTER

Board of Education Report 161-24/25
January 14, 2025

School Name:	**Alliance Gertz-Ressler Richard Merkin 6-12 Complex**		
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**8626**		
Type of Site(s):	**Private**		
Site Address(es):	**2023 S. Union Avenue, Los Angeles, CA 90007**		
Board District(s):	**5**	Region(s):	**South**
Grade Levels Served:	**6-12**	Current Enrollment:	**1,035**
Grade Levels Authorized in Current Charter:	**6-12**	Approved Enrollment in Current Charter:	**1,010**
CONSIDERATION:	**Material Revision to add an additional site**		
CDE PERFORMANCE LEVEL: (PER CDE'S 2024 CLASSIFICATION)	**Middle Performing**		
CURRENT CHARTER TERM	**2019-2027**		
STAFF RECOMMENDATION:	**Approval**		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the proposed material revision of the charter for Alliance Gertz-Ressler Richard Merkin 6-12 Complex ("Alliance Gertz-Merkin" or "Charter School"), a 6-12 span school located in Board District 5 and Region South, to add an additional site within the community, as defined in the *LAUSD Policy and Procedures for Charter Schools*. The proposed additional site is located at 2211 S. Union Avenue, Los Angeles, CA 90007, in Board District 5 and Region South.

Alliance College-Ready Public Schools, the California nonprofit public benefit corporation that holds the charter under the ultimate direction of the board of directors, seeks to utilize the proposed additional site for classroom instruction and as a parent center.

II. STANDARDS AND CRITERIA FOR MATERIAL REVISIONS

Material revisions are governed by the same standards and criteria that apply to new petitions (See Ed. Code, §§47605 and 47607). If the material revision contains a request to expand to one or more additional sites, or to add grade levels, staff must also determine whether the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (See Ed. Code, § 47605(c)(7); Ed. Code, § 47607(a)(3) and (4)), and whether LAUSD is positioned to absorb the fiscal impact of the charter school expansion. (See Ed. Code, § 47605(c)(8); Ed. Code § 47607(a)(3) and (4).) Based on a comprehensive review of the material revision application, staff has determined that the charter school has met the standards

and criteria for approval [described in Education Code section 47605] or were determined not to be a basis for denial of the material revision application. Staff analysis includes the following:

- Does the petition, as revised, include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?
  These criteria have been determined not to be bases for denial.

- 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.

- Is the proposed charter school demonstrably likely to serve the interests of the entire community in which the school is proposing to locate? (Ed. Code, § 47605(c)(7).)
  Not applicable

- Is the school district positioned to absorb the fiscal impact of the proposed charter school? (Ed. Code, § 47605(c)(8).)
  Not applicable

III. GENERAL SCHOOL INFORMATION

A. Charter Details

	Alliance Gertz-Ressler Richard Merkin 6-12 Complex
Initial Authorization:	On April 27, 2004, Alliance Gertz-Ressler Richard Merkin 6-12 Complex (formerly named Alliance Gertz-Ressler High School; formerly named College-Ready Academy High School) was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12.
Most Recent Renewal	The charter was renewed on September 25, 2018 for a five-year term (July 1, 2019- June 30, 2024) to serve up to 1,010 students in grades 6-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Gertz-Ressler Richard Merkin 6-12 Complex expires June 30, 2027.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 12, 2019, to amend the corporate structure and governance model.
Board Benchmarks in Current Charter Term:	Not applicable

	Alliance Gertz-Ressler Richard Merkin 6-12 Complex
Material Revision Application:	The processing of Alliance Gertz-Merkin's complete material revision application commenced on September 17, 2024. Pursuant to the *LAUSD Policy and Procedures for Charter Schools*, the 120-day timeline (for presenting the material revision once processing commences) runs through January 14, 2025.
Master Plan for English Learners and Standard English Learners:	Alliance Gertz-Merkin implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance Gertz-Merkin participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance Gertz-Ressler Richard Merkin 6-12 Complex is operated by Alliance College-Ready Public Schools, a California nonprofit public benefit corporation that also operates 22 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Alliance Gertz-Ressler Richard Merkin 6-12 Complex has been identified by the state as a Middle performing charter school. Please see discussion of the charter school's record of academic performance below.

Please see the attached *Alliance Gertz-Ressler Richard Merkin 6-12 Complex* Data Set.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels 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.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex Dashboard Indicators

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

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

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and higher than the state for all four numerically significant student groups. In 2023 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for three of four numerically significant student groups. In 2024 in ELA, the charter school's DFS was higher than the state for All Students, higher than the state for three

of five numerically significant student groups, and the same as the state for one of five numerically significant student groups.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Medium**	**-4.5**	**Low**	**-12.2**	**Higher**
Latino	Met	Low	-5.1	Low	-38.6	Higher
English Learner	Met	Low	-58.3	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-5.7	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-72.7	Very Low	-97.3	Higher

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

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-15.1**	**-10.5**	**Orange**	**-13.6**	**Lower**
Latino	Met	Orange	-15.6	-10.5	Orange	-40.2	Higher
English Learner	Met	Orange	-69.2	-11.0	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-17.0	-11.2	Orange	-42.6	Higher
Students with Disabilities	Met	Red	-79.9	-7.2	Red	-96.3	Higher

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

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - English Language Arts Indicator - 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**	**Yellow**	**-5.2**	**9.8**	**Orange**	**-13.2**	**Higher**
Latino	**Met**	Green	-4.7	10.8	Orange	-39.3	Higher
English Learner	**Met**	Yellow	-58.8	10.4	Orange	-67.6	Higher
Long-Term English Learner	**Met**	Red	-122.4	-24.9	Red	-109.6	Lower
Socioeconomically Disadvantaged	**Met**	Yellow	-8.4	8.6	Orange	-40.9	Higher
Students with Disabilities	**Met**	Red	-95.6	-15.8	Red	-95.6	Same

Data Source: CA School Dashboard

d. Math Indicator

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

student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for three of five student groups.

In order to improve outcomes in math for the English Learner and Students with Disabilities student groups, school leaders report taking actions including, but not limited to, holding bi-weekly data analysis meetings for teachers, implementing instructional strategies such as co-teaching, and providing tutoring opportunities.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-82.7**	**Low**	**-51.7**	**Lower**
Latino	Met	Low	-83.3	Low	-83.4	Higher
English Learner	Met	Very Low	-116.1	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Low	-84.1	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-146.8	Very Low	-130.8	Lower

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

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-78.1**	**4.5**	**Orange**	**-49.1**	**Lower**
Latino	Met	Yellow	-78.5	4.7	Orange	-80.8	Higher
English Learner	Met	Red	-129.8	-13.7	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Yellow	-79.8	4.3	Yellow	-80.8	Higher
Students with Disabilities	Met	Red	-155.0	-8.2	Orange	-127.3	Lower

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

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - 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**	**Yellow**	**-65.8**	**12.3**	**Orange**	**-47.6**	**Lower**
Latino	Met	Yellow	-64.8	13.7	Orange	-79.2	Higher
English Learner	Met	Orange	-106.9	22.9	Orange	-93.4	Lower
Long-Term English Learner	Met	Orange	-154.9	5.6	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-68.1	11.7	Orange	-78.2	Higher
Students with Disabilities	Met	Orange	-146.5	8.5	Red	-124.3	Lower

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Very High was higher than the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Green was higher than the state's color of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate. In 2024 on the ELPI, the charter school's performance color of Blue was higher than the state's color of Orange. The charter school's English Learner Progress Rate was higher than the state's rate.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Very High	74.4%	Medium	50.3%	Higher

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

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	68.0%	-6.4%	Yellow	48.7%	Higher

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

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - English Learner Progress Indicator - 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	---	Blue	75.0%	7.0%	Orange	45.7%	Higher
Long-Term English Learners	---	Blue	71.8%	5.9%	Orange	45.8%	Higher

Data Source: CA School Dashboard
--- As of the writing of this report, the 2024 Dashboard Participation Rate has not been publicly released

f. College/Career Indicator

The College/Career Academic Indicator was not reported on the 2022 Dashboard. In 2023, the charter school's Status Level of High for All Students was higher than the state's Status Level of Medium. The charter school's percentage of students prepared was higher than the state for both numerically significant student groups. In 2024, the charter school's performance color of Green for All Students was higher than the state's color of Yellow. The charter school's percentage of students prepared was higher than the state for both numerically significant student groups.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**High**	**58.5%**	**Medium**	**43.9%**	**Higher**
Latino	High	59.5%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	High	58.5%	Medium	35.4%	Higher

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

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - College/Career Indicator - 2023-2024

Student Group	Charter Color	Charter Prepared	State Color	State Prepared	Charter to State Comparison
All Students	**Green**	**63.8%**	**Yellow**	**45.3%**	**Higher**
Latino	Green	64.2%	Yellow	37.4%	Higher
Socioeconomically Disadvantaged	Green	64.2%	Yellow	37.4%	Higher

Data Source: CA School Dashboard

g. Chronic Absenteeism Indicator
In 2022, 2023, and 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups.

h. Graduation Indicator [HS only]
In 2022, 2023, and 2024, the charter school's percentage of graduated students was higher than the state for All Students and for all numerically significant student groups. Alliance Gertz-Merkin students must meet A-G requirements with a grade of "C" or better to graduate.

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 2024.

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

l. Internal Assessment Data
Charter School did not provide internal assessment data for consideration.

m. Additional Information
Alliance Gertz-Merkin teachers are represented by United Teachers Los Angeles.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT 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 Alliance Gertz-Ressler Richard Merkin 6-12 Complex's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	*Developing*
2023-2024	*Proficient*
Concerns	The rating of *Developing* in 2022-2023 was a result of Alliance College-Ready Public Schools' failure to conduct child abuse-mandated reporter training for two non-school-based staff members within the requisite timelines pursuant to applicable law

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance Gertz-Ressler Richard Merkin 6-12 Complex's fiscal condition has been positive since the 2019-2020 fiscal year.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	$8,626,364	$10,684,183	$12,005,649	$13,947,053	$13,882,091
Net Income/Loss	$432,297	$2,055,358	$1,321,466	$1,941,404	(64,962)[2]
Transfers In/Out	$0	$2,461[1]	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm[3] Enrollment	965	994	1,002	1,000	1,003

[1]The inbound money transfer of $2,461 during Fiscal Year 2020-2021 consisted of an adjustment for the remaining child nutrition fund balances held by the closed schools of Alliance Baxter College-Ready High and Alliance College-Ready Middle Academy 5 which were transferred to the remaining Alliance schools.

[2]According to Alliance College-Ready Public Schools ("ACRPS"), the projected net loss of ($64,962) for FY 2023-2024, as reflected in the Unaudited Actuals, was primarily associated with utilizing reserves in support of a strategic transition from one-time COVID-related funding to sustainable operations. Additionally, based on the CSD's review of ACRPS' financial information, the school continues to operate with positive cash reserve and net asset position.

[3] The Norm Enrollment reported by Alliance Gertz-Ressler Richard Merkin 6-12 Complex for Fiscal Year 2024-2025 is 1,035. CSD staff will continue to monitor Charter School's enrollment in accordance with established procedures and will take appropriate actions to ensure Charter School's alignment with the approved capacity.

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

c. Other Significant Fiscal Information
The 3-year budget and cash flow projections submitted with the material revision reflect positive net assets and a net income each year for the remaining charter term (i.e., Fiscal Years 2025-2026 and 2026-2027), with cash reserve levels at 31.83%, 35.60%, and 38.36% for Fiscal Years 2024-2025 through 2026-2027, respectively.

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

Alliance for College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
23	23	$227,266,280	$29,991,297	$62,148,170	$11,189,771

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
S	5	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	All Students	557	-4.5	Medium	-12.2	Low	Higher	576	Orange	-15.1	-10.5	Declined	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	*	-	No Performance Level	63	Very High	--	0	--	--	--	--	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2	Maintained	--
				English Learner	159	-58.3	Low	-61.2	Low	Higher	164	Orange	-69.2	-11	Declined	Orange	-67.7	-6.5	Declined	Lower
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	548	-5.1	Low	-38.6	Low	Higher	568	Orange	-15.6	-10.5	Declined	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	544	-5.7	Low	-41.4	Low	Higher	546	Orange	-17.0	-11.2	Declined	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	58	-72.7	Very Low	-97.3	Very Low	Higher	60	Red	-79.9	-7.2	Declined	Red	-96.3	1.8	Maintained	Higher
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	21.9	High	--	0	--	--	--	--	Green	20.8	-1.2	Maintained	--

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

ELA Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	100%	--	100%	100%	99%	--	100%	100%	100%	--	100%	100%	--	100%
Participation Rate Met 2022 *	Yes	--	Yes	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	100%	--	--	100%	99%	--	100%	100%	100%	--	100%	100%	--	--
Participation Rate Met 2023	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--

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

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

Data Sources: California School Dashboard Research data files 2023

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																		
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
S	5	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	All Students	556	-82.7	Low	-51.7	Low	Lower	576	Yellow	-78.1	4.5	Increased	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	*	-	No Performance Level	48.4	Very High	--	0	--	--	--	--	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	160	-116.1	Very Low	-92.0	Low	Lower	164	Red	-129.8	-13.7	Declined	Orange	-93.4	-1.4	Maintained	Lower
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	547	-83.3	Low	-83.4	Low	Higher	568	Yellow	-78.5	4.7	Increased	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	543	-84.1	Low	-84.0	Low	Lower	546	Yellow	-79.8	4.3	Increased	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	58	-146.8	Very Low	-130.8	Very Low	Lower	60	Red	-155.0	-8.2	Declined	Orange	-127.3	5.5	Increased	Lower
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-13.4	Medium	--	0	--	--	--	--	Yellow	-11.1	2.3	Maintained	--

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

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%	--	94%	100%	99%	--	100%	100%	99%	--	99%	100%	--	100%
Participation Rate Met 2022 *	Yes	--	No	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	100%	--	--	100%	99%	--	100%	100%	100%	--	100%	100%	--	--
Participation Rate Met 2023	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files 2023

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 School			2022 State			2023 School					2023 State				
					Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
S	5	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	English Learner	129	74.4%	Very High	50.3%	Medium	Higher	122	Green	68.0%	-6.4%	Declined	Yellow	48.7%	-1.6%	Maintained	Higher

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

ELPAC Participation

Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation Rate Met
2022	133	132	99.2%	Yes
2023	122	122	100.0%	Yes

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

2022 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	State
ELs Who Progressed at Least One ELPI Level	73.6%	47.5%
ELs Who Maintained ELPI Level 4	0.8%%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	14.0%	31.4%
ELs Who Decreased at Least One ELPI Level	11.6%	18.3%

2023 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	State
ELs Who Progressed at Least One ELPI Level	63.1%	46.4%
ELs Who Maintained ELPI Level 4	4.9%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	21.3%	32.7%
ELs Who Decreased at Least One ELPI Level	10.7%	18.6%

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

Data Sources: California School Dashboard Research data files 2023

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Academic Performance - College / Career

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

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

College / Career Academic Indicator - CA School Dashboard Indicator

RG	BD	Loc Code	School	Student Group	Number of Students with Scores	School 2023 percentage of prepared students	School 2023 Status Level	State 2023 percentage of prepared students	State 2023 Status Level	School to State CCI Compariso n
S	5	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	All Students	123	58.5%	High	43.9%	Medium	Higher
				American Indian or Alaska Native	0	--	--	26.5%	Low	--
				Asian	0	--	--	75.8%	Very High	--
				Black or African American	*	--	No Status Level	25.1%	Low	--
				English Learner	13	7.7%	Very Low	15.3%	Low	--
				Filipino	0	--	--	65.2%	High	--
				Foster Youth	*	--	No Status Level	11.6%	Low	--
				Homeless Youth	*	--	No Status Level	20.4%	Low	--
				Latino	121	59.5%	High	35.5%	Medium	Higher
				Native Hawaiian or Pacific Islander	0	--	--	33.1%	Low	--
				Socioeconomically Disadvantaged	123	58.5%	High	35.4%	Medium	Higher
				Students with Disabilities	17	29.4%	Low	12.3%	Low	--
				Two or More Races	0	--	--	52.9%	Medium	--
				White	*	--	No Status Level	53.2%	Medium	--

Data Sources: California School Dashboard Research data files 2023.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

Chronic Absenteeism - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism
S	5	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	All Students	455	21.1%	Very High	30.0%	Very High	Lower	454	Yellow	17.2%	-3.9%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Lower
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	*	--	No Performance Level	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	94	23.4%	Very High	33.6%	Very High	Lower	108	Orange	21.3%	-2.1%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Lower
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	447	21.0%	Very High	35.8%	Very High	Lower	445	Yellow	17.3%	-3.7%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	441	20.9%	Very High	37.4%	Very High	Lower	427	Yellow	18.3%	-2.6%	Declined	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	45	24.4%	Very High	39.6%	Very High	Lower	47	Orange	23.4%	-1.0%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Lower
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	*	--	No Performance Level	21.9%	Very High	--	0	--	--	--	--	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Suspension Rate Indicator

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

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Suspension Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
S	5	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	All Students	1,017	1.4%	Low	3.1%	Medium	Lower	1,011	Yellow	2.1%	0.7%	Increased	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--	*	No Color	--	--	No Change Level	Green	1.1%	0.2%	Maintained	--
				Black or African American	*	--	No Performance Level	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	144	0.7%	Very Low	3.2%	Medium	Lower	161	Yellow	1.2%	0.5%	Increased	Orange	3.7%	0.5%	Increased	Lower
				Filipino	0	--	--	1.2%	Low	--	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	*	--	No Performance Level	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	1,003	1.3%	Low	3.3%	Medium	Lower	997	Yellow	2.1%	0.8%	Increased	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	988	1.4%	Low	4.0%	Medium	Lower	969	Yellow	2.2%	0.8%	Increased	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	103	1.9%	Low	5.4%	High	Lower	113	Blue	0.0%	-1.9%	Declined	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Graduation Rate Indicator

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

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

Graduation Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of graduated students	School 2022 Status Level	State 2022 Percentage of graduated students	State 2022 Status Level	School to State Graduated Students Comparison	Number of Students	School 2023 Performance Level (color)	School 2023 Percentage of graduated students	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Percentage of graduated students	State 2023 Change	State 2023 Change Level	School to State Graduated Students Comparison
S	5	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	All Students	137	99.3%	Very High	87.4%	Medium	Higher	123	Blue	99.2%	-0.1%	Maintained	Orange	86.4%	1.0%	Declined	Higher
				American Indian or Alaska Native	0	--	--	79.6%	Low	--	0	--	--	--	--	Orange	79.6%	-0.1%	Maintained	--
				Asian	0	--	--	95.2%	Very High	--	0	--	--	--	--	Green	94.5%	-0.7%	Maintained	--
				Black or African American	0	--	--	79.5%	Low	--	*	No Color	--	--	No Change Level	Orange	78.5%	1.0%	Declined	--
				English Learner	15	100.0%	No Performance Level	73.3%	Low	--	13	No Color	100.0%	0.0%	Maintained	Orange	73.5%	0.2%	Maintained	--
				Filipino	0	--	--	95.5%	Very High	--	0	--	--	--	--	Green	94.7%	-0.8%	Maintained	--
				Foster Youth	*	--	No Performance Level	64.1%	Very Low	--	*	No Color	--	--	No Change Level	Red	63.2%	-0.8%	Maintained	--
				Homeless Youth	*	--	No Performance Level	74.4%	Low	--	*	No Color	--	--	No Change Level	Orange	73.7%	-0.7%	Maintained	--
				Latino	137	99.3%	Very High	85.3%	Medium	Higher	121	Blue	99.2%	-0.1%	Maintained	Orange	84.2%	1.0%	Declined	Higher
				Native Hawaiian or Pacific Islander	0	--	--	85.2%	Medium	--	0	--	--	--	--	Yellow	84.6%	-0.7%	Maintained	--
				Socioeconomically Disadvantaged	137	99.3%	Very High	85.1%	Medium	Higher	123	Blue	99.2%	-0.1%	Maintained	Orange	83.7%	1.4%	Declined	Higher
				Students with Disabilities	*	--	No Performance Level	75.2%	Low	--	17	No Color	100.0%	--	No Change Level	Orange	72.7%	2.5%	Declined	--
				Two or More Races	0	--	--	89.6%	Medium	--	0	--	--	--	--	Orange	88.6%	1.0%	Declined	--
				White	0	--	--	90.8%	High	--	*	No Color	--	--	No Change Level	Orange	89.8%	1.0%	Declined	--

Data Sources: California School Dashboard Research data files 2023

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Enrollment Report

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

2023-2024 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	5	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	1,003	94.7%	13.1%	0.0%	0.1%	0.9%	10.9%	0.0%	0.2%	0.3%	98.5%	0.0%	0.0%	0.5%	95.2%	11.5%	0.0%	0.0%
			Statewide	5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
			Los Angeles Unified	529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	5	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	998	94.0%	14.7%	0.0%	0.1%	0.8%	13.2%	0.0%	0.2%	0.8%	98.7%	0.0%	0.0%	0.2%	95.0%	10.9%	0.1%	0.1%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

RECLASSIFICATION RATES

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

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
S	5	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Langauge Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

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

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

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

Alliance Gertz-Ressler Richard Merkin 6-12 Complex 877

Long-Term English Learners (LTEL) and "At-Risk"

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

					2022-2023				2023-2024			
RG	BD	Loc Code	School	English Learners	School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
S	5	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	LTEL 6+ Years	60	7.8%	226,535	11.1%	60	8.0%	211,218	18.1%
				At-Risk 4-5 Years	3	0.4%	144,190	7.1%	2	0.3%	136,190	9.6%
				EL 0-3 Years	2	0.3%	505,487	24.8%	4	0.5%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	67	8.7%	236,323	11.6%	43	5.7%	207,773	10.4%
				EL total	132	17.2%	1,112,535	54.5%	109	14.6%	1,074,833	53.8%
				RFEP	637	82.8%	927,723	45.5%	639	85.4%	924,460	46.2%
				Total (Ever)	769	100.0%	2,040,258	100.0%	748	100.0%	1,999,293	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	5	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	1,003	115	11.5%
			Statewide	5,837,690	799,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	5	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	998	109	10.9%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	5	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	81.7%	18.3%	15	0	0	2	0	1	1	0	16	1	68	10	0	1
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	5	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	81.7%	18.3%	16	0	0	1	0	1	1	0	14	1	67	8	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID	Intellectual Disability	MD	Multiple Disabilities

Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Alliance Gertz-Ressler Richard Merkin Academy 6-12 Complex

Alliance Gertz-Ressler Richard Merkin Academy 6-12 Complex - 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**	**Yellow**	**-5.2**	**9.8**	**Orange**	**-13.2**	**Higher**
English Learner	Met	Yellow	-58.8	10.4	Orange	-67.6	Higher
Latino	Met	Green	-4.7	10.8	Orange	-39.3	Higher
Long Term English Learner	Met	Red	-122.4	-24.9	Red	-109.6	Lower
Socioeconomically Disadvantaged	Met	Yellow	-8.4	8.6	Orange	-40.9	Higher
Students with Disabilities	Met	Red	-95.6	-15.8	Red	-95.6	Same

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Gertz-Ressler Richard Merkin Academy 6-12 Complex - 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**	**Yellow**	**-65.8**	**12.3**	**Orange**	**-47.6**	**Lower**
English Learner	Met	Orange	-106.9	22.9	Orange	-93.4	Lower
Latino	Met	Yellow	-64.8	13.7	Orange	-79.2	Higher
Long Term English Learner	Met	Orange	-154.9	5.6	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-68.1	11.7	Orange	-78.2	Higher
Students with Disabilities	Met	Orange	-146.5	8.5	Red	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ATTACHMENT C

MATERIAL REVISION TO CHARTER OF ALLIANCE GERTZ-RESSLER RICHARD MERKIN 6-12 COMPLEX

This Material Revision to the Charter of Alliance Gertz-Ressler Richard Merkin 6-12 Complex ("Material Revision") is made between the Los Angeles Unified School District ("District" or "LAUSD"), a California public school district, and Alliance College-Ready Public Schools ("ACRPS"), a California non-profit public benefit corporation, operating a California public charter school known as Alliance Gertz-Ressler Richard Merkin 6-12 Complex ("Charter School" and/or "Alliance Gertz-Merkin"). District and ACRPS are also referred to individually as "Party," and collectively as "Parties."

This Material Revision is to be read in conjunction with and shall expressly revise the charter of Alliance Gertz-Merkin which was originally authorized by the LAUSD Board of Education ("Board of Education") on **April 27, 2004** and last renewed on September 25, 2018 for a five-year term, from 2019 to 2024 ("Charter") and was set to expire on June 30, 2024. However, Education Code section 47607.4 provides that 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 Charter School expires on **June 30, 2027.**

The effective date of this Material Revision is the date of approval by the Board of Education and shall be implemented starting in the second semester of the 2024-25 academic school year. This Material Revision is based upon the following factual recitals:

RECITALS

A. **WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, Education Code sections 47600 et seq;

B. **WHEREAS**, as set forth in Education Code section 47607, material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed;

C. **WHEREAS**, the District's Charter Schools Division ("CSD") must determine whether the Charter, as materially revised, would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented;

D. **WHEREAS**, a material revision includes, but is not necessarily limited to, any change that would significantly alter a charter school's mission, vision, educational philosophy, educational program, governance, or organizational structure;

E. **WHEREAS**, as set forth in the Charter, Alliance Gertz-Merkin is currently approved to serve 1,010 students in grades 6-12 and has been operating from a private facility located at 2023 South Union Avenue, Los Angeles, CA 90007;

F. **WHEREAS**, the Charter School's governing board convened a meeting on September 11, 2024 during which it approved a Board Resolution IV-M ("Resolution") proposing to materially revise the Charter to reflect an additional private site for the Charter School located at 2211 South Union Avenue, Los Angeles, CA, 90007. "[Alliance] Gertz-Merkin plans to utilize this additional space for classroom instruction and as a parent center." The Resolution is attached herewith as **Attachment A** and part of this Material Revision;

G. **WHEREAS**, in the correspondence submitted to the District on or about September 5, 2024 ("September 2024 Correspondence") in support of this Material Revision, "[o]n June 4, 2018, [ACRPS] purchased a building located approximately 500 feet from the Charter School's 2023 South Union location, at 2211 South Union Avenue, Los Angeles, CA, 90007, title to which is held by [ACRPS], and which real property is designated as Assessor's Parcel Number 5124-001-005 (the "Howard Lappin Center"). The Howard Lappin Center houses a performing arts space, a multipurpose room, three classrooms, and a parent center. After the Los Angeles Department of Building and Safety issued a certificate of occupancy for the Howard Lappin Center on June 12, 2022, the Charter School used the space for classroom instruction and as a parent center during the 2023-24 school year." The September 2024 Correspondence and "copy of the Certificate of Occupancy for the Howard Lappin Center" are attached, collectively, herewith as **Attachment B** and part of this Material Revision;

H. **WHEREAS**, charter schools occupying non-LAUSD facilities must, prior to use, provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency allowing the charter school to use and occupy the site as a charter school for its intended purpose (i.e., applicable grade levels). Charter schools are responsible for ensuring compliance with all applicable building codes, standards, and regulations adopted by the city and/or county agencies with jurisdiction to enforce building and safety standards for the school site, as well as federal and state accessibility requirements, and all other applicable fire, health, and structural safety and access requirements;

I. **WHEREAS**, the District considers a charter school's expansion to one or more additional sites as constituting a material revision pursuant to California law and *LAUSD Policy and Procedures for Charter Schools* ("LAUSD Policy"); and

J. **WHEREAS**, the Parties agree to materially revise the Charter to reflect the changes above, LAUSD Policy and applicable state and federal laws;

NOW, THEREFORE, in consideration of the following terms and conditions, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

MATERIAL REVISION

1. The Parties incorporate the above Recitals as if fully restated in this Material Revision.

2. **Charter School location:** The Charter shall be revised to reflect that the locations for the Charter School are as follows:

- 2023 South Union Avenue, Los Angeles, CA 90007, and
- 2211 South Union Avenue, Los Angeles, CA, 90007.

3. **Budget**: All prior budgets and cash flow projections submitted for the Charter School shall be replaced by the Charter School's revised budget(s), financial and cash flow projections incorporated and attached herewith as **Attachment C** and incorporated by reference and part of this Material Revision.

4. **Updated District Required Language**: The Charter shall be revised to update and incorporate the Board of Education approved "Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions updated August 11, 2020", attached herewith as **Attachment D** and incorporated by reference as part of this Material Revision.

5. The Charter School warrants that it is operated by a non-profit corporation in good standing in the State of California.

6. All other provisions set forth in the Charter shall remain in effect and enforceable.

7. The Parties agree that should any of the provisions of this Material Revision be judicially determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

8. The Parties agree to cooperate fully in the execution of any and all other documents and/or additional actions necessary and/or appropriate to give full force and effect to the terms, provisions, and intent of this Material Revision.

9. The individuals signing this Material Revision warrant that they are authorized to do so, and further, that they are authorized to make the promises in this Material Revision on behalf of the respective Parties.

IN WITNESS WHEREOF, the Parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

DATED: December_____, 2024 ALLIANCE COLLEGE-READY PUBLIC SCHOOLS

By: _____

Title: _____

Authorized Representative of Alliance College-Ready Public Schools

DATED: December_____, 2024 LOS ANGELES UNIFIED SCHOOL DISTRICT

By: _____

Title: _____
Authorized Representative of Los Angeles Unified School District

Attachments:

- **A.** ACRPS Board Resolution
- **B.** ACRPS September 2024 Correspondence
- **C.** Updated Alliance Gertz-Merkin Budget, Financial, and Cash Flow Projections.
- **D.** Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions updated August 11, 2020.

ATTACHMENT A

RESOLUTION OF THE BOARD OF DIRECTORS
ALLIANCE COLLEGE-READY PUBLIC SCHOOLS
A California Public Benefit Corporation
Board Resolution IV-M

APPROVING SUBMISSION OF CHARTER MATERIAL REVISION

WHEREAS, the Board of Directors (the "Board") of Alliance College-Ready Public Schools ("Alliance"), a nonprofit public benefit corporation operating public charter schools, and which operates Alliance Gertz-Ressler Richard Merkin 6-12 Complex ("Gertz Merkin" or the "Charter School"), finds it in the best interest of the Charter School and in furtherance of its educational and public purposes to submit a material revision of the Gertz Merkin charter as authorized by the Los Angeles Unified School District (the "District") and provided for in Education Code Section 47607; and

WHEREAS, all Gertz Merkin students, grades 6-12, currently attend school in the facilities located at 2023 South Union Avenue, Los Angeles, CA 90007;

WHEREAS, Alliance purchased a building located approximately 500 feet from the Charter School's 2023 South Union location, at 2211 South Union Avenue, Los Angeles, CA, 90007, title to which is held by Alliance, and which real property is designated as Assessor's Parcel Number 5124-001-005 (the "Howard Lappin Center");

WHEREAS, the Los Angeles Department of Building and Safety issued a certificate of occupancy for the Howard Lappin Center on June 12, 2022, thereby allowing the Charter School to use the space for classroom instruction and as a parent center during the 2023-24 school year;

WHEREAS, Alliance had not previously considered the use of the Howard Lappin Center as a new or additional location for purposes of the Charter Schools Act requirement for material revisions;

WHEREAS, the District emailed Alliance on May 29, 2024, regarding the Charter School's use of the Howard Lappin Center;

WHEREAS, the District has determined that it will require the Charter School to request a material revision in order for the District to authorize its use of this space; and

WHEREAS, although it does not appear that this space triggers the statutory requirements for a material revision, the Board nevertheless desires to conform to the District's requirements.

NOW THEREFORE, BE IT RESOLVED, that Alliance shall prepare a material revision of the Gertz Merkin charter for submission to the District, as follows:

1. The Board authorizes and directs the Chief Executive Officer ("CEO") or his designee to prepare and sign the request for a material revision, execute the amendment document, and otherwise act on behalf of Alliance with respect to the material revision application process, and carry out all activities deemed necessary or desirable in that regard.

2. The request for material revision shall update the Gertz Merkin charter to include an Appendix entitled "School Facilities," identifying and describing the Howard Lappin Center as an additional space to be used by the Charter School, which is the complete nature and scope of the revision.

SECRETARY'S CERTIFICATE

I, Virgil Roberts, Secretary of the Board of Directors of Alliance College-Ready Public Schools, a California nonprofit public benefit corporation, County of Los Angeles, California, hereby certify as follows:

The attached is a full, true, and correct copy of a resolution duly adopted at a meeting of the Board of Directors, which was duly and regularly held on the 11th day of September, 2024, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolution was adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this _____ day of _____, 2024.

_____
Secretary of the Board of Directors of
Alliance College-Ready Public Schools

ATTACHMENT B

September 5, 2024

Via Email
jose.cole-gutierrez@lausd.net

José Cole-Gutiérrez, Director
Charter Schools Division
Los Angeles Unified School District
333. S. Beaudry Ave., 20th Floor
Los Angeles, CA 90017

RE: Request for Material Revision of Alliance Gertz-Ressler Richard Merkin 6-12 Complex Charter Petition

Dear Director Cole-Gutiérrez:

On behalf of Alliance College-Ready Public Schools ("Alliance"), which operates Alliance Gertz-Ressler Richard Merkin 6-12 Complex ("Gertz-Merkin" or the "Charter School"), I am writing to request a revision to the Gertz-Merkin charter petition to include use of a nearby facility for student instructional purposes. A draft Board Resolution authorizing submission of the material revision is included as Attachment A.

The nature and scope of the change associated with this material revision is to include an appendix to the charter titled "School Facilities," which describes an additional space purchased by Alliance located approximately 500 feet from the Charter School's existing location to be utilized for the Charter School's use. Starting with the 2025-26 school year, and pending the approval of the Los Angeles Unified School District ("LAUSD" or the "District"), Gertz-Merkin plans to utilize this additional space for classroom instruction and as a parent center.

All Gertz-Merkin students, grades 6-12, currently attend school in the facilities located at 2023 South Union Avenue, Los Angeles, CA 90007. On June 4, 2018, Alliance purchased a building located approximately 500 feet from the Charter School's 2023 South Union location, at 2211 South Union Avenue, Los Angeles, CA, 90007, title to which is held by Alliance, and which real property is designated as Assessor's Parcel Number 5124-001-005 (the "Howard Lappin Center"). The Howard Lappin Center houses a performing arts space, a multipurpose room, three classrooms, and a parent center. After the Los Angeles Department of Building and Safety issued a certificate of occupancy for the Howard Lappin Center on June 12, 2022, the Charter School used the space for classroom instruction and as a parent center during the 2023-24 school year.

On May 29, 2024, the District emailed Alliance regarding the Charter School's use of the Howard Lappin Center. While Gertz-Merkin's use of the Howard Lappin Center does not

materially change its operations, the District has determined that it will require the Charter School to request a material revision in order for the District to authorize its use of this space. Although it does not appear that this space triggers the statutory requirements to require a material revision, the Board nevertheless desires to conform to the District's requirements.

The requested change is educationally sound. Gertz-Merkin has operated successfully for over ten full school years and its students have earned Color Ratings in Math on the 2023 California School Dashboard that are equal or superior to neighboring schools and LAUSD as a whole. In addition, on the 2023 California School Dashboard, students at Gertz-Merkin have earned DFS scores in Math that are greater than neighboring schools. They also earned DFS scores in English Language Arts that are greater than four out of five neighboring schools and LAUSD as a whole. We believe the performance of the students at Gertz-Merkin is an indication of the value that this school brings to its community. The Expansion Space will allow the school to continue to live up to the goals of its charter petition to provide a safe, calm, welcoming atmosphere that reflects the diversity of the community and the school's focus on getting ready for college. Additionally, the addition of the parent center reflects the school's commitment in its charter to parent engagement. The Charter School's address will not change, and the Charter School is not seeking to increase its charter enrollment capacity. A copy of the Certificate of Occupancy for the Howard Lappin Center is attached as Attachment B.

The clear identification and description of each addition and change to the charter petition will consist of the following:

- Page 176: Additional Provisions
    - "For a description of all facilities utilized by the Charter School, please see Appendix A ("School Facilities")."
    - Appendix A will be attached to include a description of the additional spaces utilized by the Charter School.

Alliance looks forward to working with LAUSD to efficiently and timely process this request. Should you have any questions, please do not hesitate to contact me at twilson@laalliance.org.

Sincerely,



Tiffany Wilson,
Chief Operating Officer

Annual Forecast w/ Assumptions

Gertz-Ressler High School/Richar-Merkin Complex

		2024-25	2025-26	2026-27
Revenues				
	Total private grants and contributions	$0	$0	$0
	Total Federal Revenue	$1,307,781	$1,320,859	$1,334,067
	Total State Revenue	$16,899,715	$16,629,022	$17,045,412
	Total Local Revenue	$2,801,864	$2,885,920	$2,972,498
	Total Other Revenue	$119,260	$43,383	$44,122
Total Revenue		**$21,128,619**	**$20,879,184**	**$21,396,099**
Expenses				
	Total Salaries	$8,495,688	$8,104,107	$8,285,654
	Total Benefits	$3,207,834	$3,026,771	$3,120,465
	Total Books and Supplies	$1,343,079	$1,385,321	$1,398,634
	Total Subagreement Services	$1,299,183	$1,312,174	$1,325,296
	Total Travel and Conference	$108,450	$109,535	$110,630
	Total Dues & Memberships	$32,180	$32,502	$32,827
	Total Insurance	$113,242	$114,374	$115,518
	Total Ops and Housekeeping	$64,076	$64,717	$65,364
	Total Rentals, Leases and Repairs	$1,799,981	$1,708,002	$1,708,002
	Total Transfers	$6,237	$6,237	$6,237
	Total Professional Services and Opering Exp.	$4,370,933	$4,410,109	$4,497,161
	Total Communications	$105,687	$106,744	$107,812
	Total depreciation	$420,356	$420,356	$420,356
	Total interest	$0	$0	$0
Total Expenses		**$21,366,926**	**$20,800,950**	**$21,193,955**
Surplus (Deficit)		**($238,307)**	**$78,234**	**$202,143**
Net Asset Reserves		**$13,629,850**	**$14,014,455**	**$14,519,483**

Cash Flow Adjustments			
Monthly Surplus (Deficit)	($238,307)	$78,234	$202,143
Cash flows from operating activities:			
Depreciation/amortization	$420,356	$420,356	$420,356
Public funding receivables, net	$0	$0	$0
Grants, contributions and pledges receivable, net	($11,822)	($11,822)	($11,822)
Due to/from related parties	$0	$0	$0
Prepaid expenses	$101,872	$101,872	$101,872
Deferred Rent Receivable	$0	$0	$0
Other assets	$0	$0	$0
Accounts payable and accrued expenses	$0	$0	$0
Accrued Admin. Svc. Fee	$0	$0	$0
Deferred Rent	$0	$0	$0
Total	**$272,100**	**$588,641**	**$712,550**
Cash flows from investing activities:			
Purchases of property and equipment (Non-E-Rate)	$0	$0	$0
Purchases of property and equipment (E-Rate)	$0	$0	$0
Notes receivable	$0	$0	$0
Total	**$0**	**$0**	**$0**
Cash flows from financing activities:			
Principal payments of debt	$0	$0	$0
Proceeds from long-term debt	$0	$0	$0
Payments on capital lease obligation	$0	$0	$0
Assets limited as to use	$0	$0	$0
Total	**$0**	**$0**	**$0**
Total Change in Cash	**$272,100**	**$588,641**	**$712,550**
Cash, Beginning of Period	$6,395,127	$6,667,227	$7,255,868
Cash, End of Period	**$6,667,227**	**$7,255,868**	**$7,968,419**
Cash Reserves % of Budgeted Cash Expenses	*32%*	*36%*	*38%*

Long Term Assumptions

	2024-25	2025-26	2026-27
Student Data			
Enrollment	1,010.0	1,010.0	1,010.0
ADA	958.6	958.6	958.6
ADA %	95%	95%	95%
FRL	95%	95%	95%
ELL	16%	16%	16%
Federal Revenue Data			
Federal Special Education (IDEA) per Student	$245	$247	$250
Title I, Part A - Basic Low Income	$405,911	$409,970	$414,070
Title II, Part D - EETT	$81,136	$81,947	$82,767
Title V, Part B - Charter School Grants	$0	$0	$0
Title III	$0	$0	$0
Fed Breakfast Rate	$2.05	$2.07	$2.09
Fed Lunch Rate	$3.30	$3.33	$3.37
State Revenue Data			
LCFF per Student - High School	$17,281	$17,800	$18,334
LCFF per Student - Middle School	$14,391	$14,823	$15,268
Growth		3.0%	3.0%
Mandate Block Grant	$56	$56	$56
State Lottery Revenue	$249	$249	$249
Special Ed Instructional Entitlement	$971	$1,000	$1,030
School Facilities Apportionment (SB740)	$810,883	$785,205	$785,205
State Breakfast Rate	$0.24	$0.24	$0.24
State Lunch Rate	$0.24	$0.24	$0.24
Staff Roster Data			
Teachers	54	54	54
Certificated Pupil Support	-	-	-
Administrators	8	8	8
Counselors	10	8	8
Total Certificated Staff	72	70	70
Students to Teacher Ratio - High School	18	18	18
Students to Certificated Staff Ratio - High School	13	13	13
Avg.Teacher Pay - High School	87,464	89,588	91,766
Teacher Salary Growth		3%	3%
Students to Teacher Ratio - Middle School	20	20	20
Students to Certificated Staff Ratio - Middle School	15	16	16
Avg.Teacher Pay	89,435	91,607	93,833
Teacher Salary Growth		3%	3%
Classified Instructional Aides (2100)	10	5	5
Classified Office Support (2200)	10	9	9
Classified Admin Support (2300)	5	6	6
Clerical, Technical Staff (2400)	6	3	3
Other Classified Staff (2900)	5	4	4
Total Classified Staff	36	27	27
Total Staff	**108**	**96**	**96**
STRS Contribution Rate	19.10%	19.10%	19.10%
PERS Contribution Rate	27.80%	27.80%	27.80%
Healthcare Employer Contribution per Staff Member - High School	$10,864	$11,407	$11,977
Healthcare Employer Contribution per Staff Member - Middle School	$10,392	$10,912	$11,457
Alliance Home Office Admin Fee	12.0%	12.0%	12.0%
District Oversight Fee	1.0%	1.0%	1.0%
SELPA Fees	20.0%	20.0%	20.0%

2024-2025 Monthly Forecast

Gertz-Ressler High School/Richar-Merkin Complex

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
Revenues														
Private grants and contributions														
8980	Contributions, Unrestricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
8990	Contributions, Restricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total private grants and contributions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Federal revenue														
8181	Federal Special Education (IDEA)	$14,080	$28,161	$23,467	$23,467	$23,467	$23,467	$23,467	$25,094	$12,547	$12,547	$12,547	$12,547	**$234,859**
8220	Federal Child Nutrition	$11,717	$52,196	$52,196	$52,196	$52,196	$52,196	$52,196	$52,196	$52,196	$52,196	$52,196	$52,196	**$585,874**
8221	*Title I, Part A - Basic Low Income*	*$0*	*$0*	*$162,364*	*$0*	*$0*	*$162,364*	*$0*	*$0*	*$0*	*$0*	*$0*	*$81,182*	***$405,911***
8222	*Title II, Part D - EETT*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$81,136*	***$81,136***
8223	*Title V, Part B - Charter School Grants*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8224	*ESSER III (Part A&B)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8225		*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8226		*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8227	*E-Rate*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8290	Sub Total Other Federal Revenue	$0	$0	$162,364	$0	$0	$162,364	$0	$0	$0	$0	$0	$162,318	**$487,047**
	Total Federal Revenue	$25,798	$80,357	$238,028	$75,663	$75,663	$238,028	$75,663	$77,290	$64,743	$64,743	$64,743	$227,061	**$1,307,781**
State revenue														
8012	EPA Funding	$0	$0	$1,189,655	$0	$0	$0	$1,189,655	$0	$1,189,655	$0	$0	$1,198,115	**$4,767,081**
8012.1	*Gen. Apportionment/PY Overpayment*	-	-	-	-	-	-	-	-	-	-	-	-	***$0***
8012.2	*Gen Apportionment New Grade*	-	-	-	-	-	-	-	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8012.3	*Gen. Apportionment Continuing Charters*	*388,203*	*388,203*	*698,766*	*698,766*	*698,766*	*698,766*	*698,766*	*$701,526*	*$701,526*	*$701,526*	*$701,526*	*$701,526*	***$7,777,869***
8015	General Apportionment	$388,203	$388,203	$698,766	$698,766	$698,766	$698,766	$698,766	$701,526	$701,526	$701,526	$701,526	$701,526	**$7,777,869**
8311	Mandate Block Grant	$0	$0	$0	$0	$53,289	$0	$0	$0	$0	$0	$0	$0	**$53,289**
8520	Child Nutrition	$1,071	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	**$53,550**
8545	School Facilities Apportionment (SB740)	$0	$0	$0	$0	$0	$0	$608,162	$0	$0	$0	$202,721	$0	**$810,883**
8560	State Lottery	$0	$0	$0	$0	$0	$59,673	$0	$0	$59,673	$0	$0	$119,347	**$238,694**
8590	Other State Revenue	$188,992	$188,992	$188,992	$188,992	$188,992	$188,992	$188,992	$188,992	$188,992	$188,992	$188,992	$188,992	**$2,267,903**
8792	Special Ed Instructional Entitlement	$55,782	$111,564	$92,970	$92,970	$92,970	$92,970	$92,970	$99,417	$49,708	$49,708	$49,708	$49,708	**$930,446**
	Total State Revenue	$634,048	$693,530	$2,175,154	$985,499	$1,038,788	$1,045,172	$2,783,316	$994,706	$2,194,326	$944,998	$1,147,718	$2,262,459	**$16,899,715**
Local revenue														
8096	In Lieu of Property Taxes	$167,977	$335,954	$279,962	$279,962	$279,962	$279,962	$279,962	$299,374	$149,687	$149,687	$149,687	$149,687	**$2,801,864**
	Total Local Revenue	$167,977	$335,954	$279,962	$279,962	$279,962	$279,962	$279,962	$299,374	$149,687	$149,687	$149,687	$149,687	**$2,801,864**
Other revenue														
8631	Sale of Equipment and Supplies	$1,063	1,062.50	1,062.50	1,062.50	1,062.50	1,062.50	1,062.50	1,062.50	1,062.50	1,062.50	1,062.50	1,062.50	**$12,750**
8634	Food Service Sales	$0	-	-	-	-	-	-	-	-	-	-	-	**$0**
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8699	School Fundraising	$8,776	$9,374	$9,374	$9,075	$8,477	$8,178	$8,178	$7,879	$7,580	$8,776	$9,374	$11,468	**$106,510**
	Total Other Revenue	$9,839	$10,437	$10,437	$10,138	$9,540	$9,240	$9,240	$8,941	$8,642	$9,839	$10,437	$12,530	**$119,260**
Total Revenue		**$837,662**	**$1,120,278**	**$2,703,580**	**$1,351,262**	**$1,403,953**	**$1,572,402**	**$3,148,182**	**$1,380,312**	**$2,417,399**	**$1,169,267**	**$1,372,585**	**$2,651,738**	**$21,128,619**
Expenses														
Salaries														
1110	Certificated Teachers' Salaries	$92,700	$423,759	$423,759	$423,759	$423,759	$423,759	$423,759	$423,759	$423,759	$423,759	$423,759	$423,759	**$4,754,047**
1140	Certificated Teachers' Salaries – Stipends	$0	$3,900	$3,900	$3,900	$3,900	$3,900	$3,900	$3,900	$3,900	$3,900	$3,900	$0	**$39,000**
1210	Certificated Pupil Support Salaries – Salary	$69,731	$69,731	$69,731	$69,731	$69,731	$69,731	$69,731	$69,731	$69,731	$69,731	$69,731	$69,731	**$836,776**
1230	Certificated Pupil Support Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1310	Certificated Supervisors' and Administrators' Salaries	$92,261	$92,261	$92,261	$92,261	$92,261	$92,261	$92,261	$92,261	$92,261	$92,261	$92,261	$92,261	**$1,107,135**
1330	Certificated Supervisors' and Administrators' Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1910	Other Certificated Salaries – Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1930	Other Certificated Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2110	Classified Instructional Salaries - Salary	$0	$43,500	$43,500	$43,500	$43,500	$43,500	$43,500	$43,500	$43,500	$43,500	$43,500	$43,500	**$478,504**
2120	Classified Instructional Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2130	Classified Instructional Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2210	Classified Support Salaries - Salary	$35,278	$35,278	$35,278	$35,278	$35,278	$35,278	$35,278	$35,278	$35,278	$35,278	$35,278	$35,278	**$423,332**
2220	Classified Support Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2230	Classified Support Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2310	Classified Supervisors' and Administrators' Salaries - Salary	$27,667	$27,667	$27,667	$27,667	$27,667	$27,667	$27,667	$27,667	$27,667	$27,667	$27,667	$27,667	**$332,006**
2320	Classified Supervisors' and Administrators' Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2330	Classified Supervisors' and Administrators' Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2410	Clerical, Technical, and Office Staff Salaries - Salary	$27,109	$27,109	$27,109	$27,109	$27,109	$27,109	$27,109	$27,109	$27,109	$27,109	$27,109	$27,109	**$325,312**
2420	Clerical, Technical, and Office Staff Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2430	Clerical, Technical, and Office Staff Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2910	Other Classified Salaries - Salary	$16,631	$16,631	$16,631	$16,631	$16,631	$16,631	$16,631	$16,631	$16,631	$16,631	$16,631	$16,631	**$199,576**
2920	Other Classified Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2930	Other Classified Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Salaries	$361,378	$739,837	$739,837	$739,837	$739,837	$739,837	$739,837	$739,837	$739,837	$739,837	$739,837	$735,937 #	**$8,495,688**
Benefits														
3101	STRS, certificated positions	$48,646	$111,879	$111,879	$111,879	$111,879	$111,879	$111,879	$111,879	$111,879	$111,879	$111,879	$111,879	**$1,279,310**
3202	PERS, classified positions	$29,659	$41,752	$41,752	$41,752	$41,752	$41,752	$41,752	$41,752	$41,752	$41,752	$41,752	$41,752	**$488,927**
3301	OASDI certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3302	OASDI, classified positions	$6,615	$9,312	$9,312	$9,312	$9,312	$9,312	$9,312	$9,312	$9,312	$9,312	$9,312	$9,312	**$109,041**
3311	Medicare certificated positions	$2,682	$8,113	$8,113	$8,113	$8,113	$8,113	$8,113	$8,113	$8,113	$8,113	$8,113	$8,113	**$91,925**
3312	Medicare, classified positions	$1,547	$2,178	$2,178	$2,178	$2,178	$2,178	$2,178	$2,178	$2,178	$2,178	$2,178	$2,178	**$25,502**
3401	Health and Welfare, certificated positions	$62,104	$62,104	$62,104	$62,104	$62,104	$62,104	$62,104	$62,104	$62,104	$62,104	$62,104	$62,104	**$745,243**
3402	Health and Welfare, classified positions	$28,341	$28,341	$28,341	$28,341	$28,341	$28,341	$28,341	$28,341	$28,341	$28,341	$28,341	$28,341	**$340,091**
3501	State Unemployment, certificated positions	$2,599	$2,599	$2,599	$2,599	$2,599	$2,599	$2,599	$2,599	$2,599	$2,599	$2,599	$2,599	**$31,187**
3502	State Unemployment, classified positions	$1,302	$1,302	$1,302	$1,302	$1,302	$1,302	$1,302	$1,302	$1,302	$1,302	$1,302	$1,302	**$15,624**
3601	Workers' Compensation Insurance, certificated positions	$1,850	$5,595	$5,595	$5,595	$5,595	$5,595	$5,595	$5,595	$5,595	$5,595	$5,595	$5,595	**$63,397**
3602	Workers' Compensation Insurance, classified positions	$1,067	$1,502	$1,502	$1,502	$1,502	$1,502	$1,502	$1,502	$1,502	$1,502	$1,502	$1,502	**$17,587**
3901	Other Benefits, certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3902	Other Benefits, classified positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Benefits	$186,410	$274,675	$274,675	$274,675	$274,675	$274,675	$274,675	$274,675	$274,675	$274,675	$274,675	$274,675	**$3,207,834**

Gertz-Ressler High School/Richar-Merkin Complex

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
Books and supplies														
4101	Textbooks and Core Curricula Materials	6,742.1	6,742.1	6,742.1	6,742.1	6,742.1	6,742.1	6,742.1	6,742.1	6,742.1	6,742.1	6,742.1	6,742.1	**$80,905**
4102	Software – Instructional	11,096.7	11,096.7	11,096.7	11,096.7	11,096.7	11,096.7	11,096.7	11,096.7	11,096.7	11,096.7	11,096.7	11,096.7	**$133,160**
4200	Books and Other Reference Materials	750.0	750.0	750.0	750.0	750.0	750.0	750.0	750.0	750.0	750.0	750.0	750.0	**$9,000**
4301	College Prep	3,333.3	3,333.3	3,333.3	3,333.3	3,333.3	3,333.3	3,333.3	3,333.3	3,333.3	3,333.3	3,333.3	3,333.3	**$40,000**
4302	Other Materials and Supplies	23,038.1	23,038.1	23,038.1	23,038.1	23,038.1	23,038.1	23,038.1	23,038.1	23,038.1	23,038.1	23,038.1	23,038.1	**$276,457**
4304	Uniforms	7,083.3	7,083.3	7,083.3	7,083.3	7,083.3	7,083.3	7,083.3	7,083.3	7,083.3	7,083.3	7,083.3	7,083.3	**$85,000**
4400	Noncapitalized Equipment	8,483.3	8,483.3	8,483.3	8,483.3	8,483.3	8,483.3	8,483.3	8,483.3	8,483.3	8,483.3	8,483.3	8,483.3	**$101,800**
4700	Food (Child Nutrition) (FY 17: Food Services)	$0	$32,291	$32,291	$61,353	$61,353	$61,353	$61,353	$61,353	$61,353	$61,353	$61,353	$61,353	**$616,757**
	Total Books and Supplies	$60,527	$92,818	$92,818	$121,880	$121,880	$121,880	$121,880	$121,880	$121,880	$121,880	$121,880	$121,880	**$1,343,079**
Subagreement services														
5101	Subagreements for Services (FY 17: Nursing)	16,958.6	16,958.6	16,958.6	16,958.6	16,958.6	16,958.6	16,958.6	16,958.6	16,958.6	16,958.6	16,958.6	16,958.6	**$203,503**
5102	Special Education (Subagreement/Contract)	18,750.0	18,750.0	18,750.0	18,750.0	18,750.0	18,750.0	18,750.0	18,750.0	18,750.0	18,750.0	18,750.0	18,750.0	**$225,000**
5103	Substitute Teacher (Subagreement/Contract)	19,250.0	19,250.0	19,250.0	19,250.0	19,250.0	19,250.0	19,250.0	19,250.0	19,250.0	19,250.0	19,250.0	19,250.0	**$231,000**
5104	Transportation (Subagreement/Contract)	5,000.0	5,000.0	5,000.0	5,000.0	5,000.0	5,000.0	5,000.0	5,000.0	5,000.0	5,000.0	5,000.0	5,000.0	**$60,000**
5105	Security (Subagreement/Contract)	2,683.3	2,683.3	2,683.3	2,683.3	2,683.3	2,683.3	2,683.3	2,683.3	2,683.3	2,683.3	2,683.3	2,683.3	**$32,200**
5106	Printing (Subagreement/Contract)	992.5	992.5	992.5	992.5	992.5	992.5	992.5	992.5	992.5	992.5	992.5	992.5	**$11,910**
5107	After-School Programs (Subagreement/Contract)	44,630.8	44,630.8	44,630.8	44,630.8	44,630.8	44,630.8	44,630.8	44,630.8	44,630.8	44,630.8	44,630.8	44,630.8	**$535,570**
	Total Subagreement Services	$108,265	$108,265	$108,265	$108,265	$108,265	$108,265	$108,265	$108,265	$108,265	$108,265	$108,265	$108,265	**$1,299,183**
Travel and Conference														
5231	General Travel and Conference	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5232	Conference and Training Entrance Fees	4,612.5	4,612.5	4,612.5	4,612.5	4,612.5	4,612.5	4,612.5	4,612.5	4,612.5	4,612.5	4,612.5	4,612.5	**$55,350**
5233	Mileage	154.2	154.2	154.2	154.2	154.2	154.2	154.2	154.2	154.2	154.2	154.2	154.2	**$1,850**
5234	Ground Transportation	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	**$1,200**
5235	Air Travel	1,683.3	1,683.3	1,683.3	1,683.3	1,683.3	1,683.3	1,683.3	1,683.3	1,683.3	1,683.3	1,683.3	1,683.3	**$20,200**
5236	Hotel and Accommodation	1,716.7	1,716.7	1,716.7	1,716.7	1,716.7	1,716.7	1,716.7	1,716.7	1,716.7	1,716.7	1,716.7	1,716.7	**$20,600**
5237	Business Meals	770.8	770.8	770.8	770.8	770.8	770.8	770.8	770.8	770.8	770.8	770.8	770.8	**$9,250**
	Total Travel and Conference	$9,038	$9,038	$9,038	$9,038	$9,038	$9,038	$9,038	$9,038	$9,038	$9,038	$9,038	$9,038	**$108,450**
Dues & Memberships														
5300	Dues & Memberships	2,681.7	2,681.7	2,681.7	2,681.7	2,681.7	2,681.7	2,681.7	2,681.7	2,681.7	2,681.7	2,681.7	2,681.7	**$32,180**
	Total Travel and Conference	$2,682	$2,682	$2,682	$2,682	$2,682	$2,682	$2,682	$2,682	$2,682	$2,682	$2,682	$2,682	**$32,180**
Insurance														
5400	Insurance	9,436.8	9,436.8	9,436.8	9,436.8	9,436.8	9,436.8	9,436.8	9,436.8	9,436.8	9,436.8	9,436.8	9,436.8	**$113,242**
	Total Insurance	$9,437	$9,437	$9,437	$9,437	$9,437	$9,437	$9,437	$9,437	$9,437	$9,437	$9,437	$9,437	**$113,242**
Operations and Housekeeping Services														
5501	Utilities	84.7	84.7	84.7	84.7	84.7	84.7	84.7	84.7	84.7	84.7	84.7	84.7	**$1,017**
5502	Janitorial/Trash Removal	5,254.9	5,254.9	5,254.9	5,254.9	5,254.9	5,254.9	5,254.9	5,254.9	5,254.9	5,254.9	5,254.9	5,254.9	**$63,059**
5503	Security	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Ops and Housekeeping	$5,340	$5,340	$5,340	$5,340	$5,340	$5,340	$5,340	$5,340	$5,340	$5,340	$5,340	$5,340	**$64,076**
Rentals, Leases, and Repairs														
5600	Rentals, Leases and Repairs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5601	Rent	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	**$1,104,280**
5602	Additional Rent	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	**$301,711**
5603	Equipment Leases	$883	$883	$883	$883	$883	$883	$883	$883	$883	$883	$883	$883	**$10,600**
5604	Other Leases (Parking)	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	**$50,000**
5605	Real/Personal Property Taxes	$1,877	$1,877	$1,877	$1,877	$1,877	$1,877	$1,877	$1,877	$1,877	$1,877	$1,877	$1,877	**$22,522**
5606	Venue Rentals	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	**$45,000**
5610	Repairs and Maintenance	$22,156	$22,156	$22,156	$22,156	$22,156	$22,156	$22,156	$22,156	$22,156	$22,156	$22,156	$22,156	**$265,867**
	Total Rentals, Leases and Repairs	$149,998	$149,998	$149,998	$149,998	$149,998	$149,998	$149,998	$149,998	$149,998	$149,998	$149,998	$149,998	**$1,799,981**
Transfers of Direct Costs														
5710	Transfer of Direct Costs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5750	Transfer of Direct Costs - Interfund	519.7	519.7	519.7	519.7	519.7	519.7	519.7	519.7	519.7	519.7	519.7	519.7	**$6,237**
	Total Transfers	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	**$6,237**
Professional/Consulting Services and Operating Expenditures														
5801	General Operating Expenditures (Before FY17: IT)	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5802	Accounting - Professional and Consulting Services	2,133.3	2,133.3	2,133.3	2,133.3	2,133.3	2,133.3	2,133.3	2,133.3	2,133.3	2,133.3	2,133.3	2,133.3	**$25,600**
5803	Legal- Professional and Consulting Services	19,791.7	19,791.7	19,791.7	19,791.7	19,791.7	19,791.7	19,791.7	19,791.7	19,791.7	19,791.7	19,791.7	19,791.7	**$237,500**
5805	General - Professional and Consulting Services	53,102.8	53,102.8	53,102.8	53,102.8	53,102.8	53,102.8	53,102.8	53,102.8	53,102.8	53,102.8	53,102.8	53,102.8	**$637,234**
5807	IT Services - Professional and Consulting Services	4,652.5	4,652.5	4,652.5	4,652.5	4,652.5	4,652.5	4,652.5	4,652.5	4,652.5	4,652.5	4,652.5	4,652.5	**$55,831**
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5811	Administrative Services Fee	$221,344	$221,344	$221,344	$221,344	$221,344	$221,344	$221,344	$221,344	$221,344	$221,344	$221,344	$221,344	**$2,656,123**
5812	District Oversight Fee	$12,789	$12,789	$12,789	$12,789	$12,789	$12,789	$12,789	$12,789	$12,789	$12,789	$12,789	$12,789	**$153,468**
5813	LACOE Fees	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5814	SELPA Fees	$19,422	$19,422	$19,422	$19,422	$19,422	$19,422	$19,422	$19,422	$19,422	$19,422	$19,422	$19,422	**$233,061**
5815	Rent Equalization Fee(Credit)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5817	Other taxes and fees	257.2	257.2	257.2	257.2	257.2	257.2	257.2	257.2	257.2	257.2	257.2	257.2	**$3,086**
5821	Professional Development Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5822	Temporary Administrative Support	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5831	Food or Catering Services	12,500.0	12,500.0	12,500.0	12,500.0	12,500.0	12,500.0	12,500.0	12,500.0	12,500.0	12,500.0	12,500.0	12,500.0	**$150,000**
5832	Entrance Fees	558.3	558.3	558.3	558.3	558.3	558.3	558.3	558.3	558.3	558.3	558.3	558.3	**$6,700**

Gertz-Ressler High School/Richar-Merkin Complex

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
5833	Transportation Services	5,668.3	5,668.3	5,668.3	5,668.3	5,668.3	5,668.3	5,668.3	5,668.3	5,668.3	5,668.3	5,668.3	5,668.3	**$68,020**
5834	Software - Operating	11,060.6	11,060.6	11,060.6	11,060.6	11,060.6	11,060.6	11,060.6	11,060.6	11,060.6	11,060.6	11,060.6	11,060.6	**$132,727**
5835	Printing - General	798.5	798.5	798.5	798.5	798.5	798.5	798.5	798.5	798.5	798.5	798.5	798.5	**$9,582**
5840	Scholarship Expense	166.7	166.7	166.7	166.7	166.7	166.7	166.7	166.7	166.7	166.7	166.7	166.7	**$2,000**
5841	Mentorship Program Awards	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5842	Relocation	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5899	Pledge Write Off	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Professional Services and Opering Exp.	$364,244	$364,244	$364,244	$364,244	$364,244	$364,244	$364,244	$364,244	$364,244	$364,244	$364,244	$364,244	**$4,370,933**
Communications														
5901	General Communications	6,899.1	6,899.1	6,899.1	6,899.1	6,899.1	6,899.1	6,899.1	6,899.1	6,899.1	6,899.1	6,899.1	6,899.1	**$82,789**
5902	Postage and Shipping	1,241.5	1,241.5	1,241.5	1,241.5	1,241.5	1,241.5	1,241.5	1,241.5	1,241.5	1,241.5	1,241.5	1,241.5	**$14,898**
5903	Job Advertising	666.7	666.7	666.7	666.7	666.7	666.7	666.7	666.7	666.7	666.7	666.7	666.7	**$8,000**
	Total Communications	$8,807	$8,807	$8,807	$8,807	$8,807	$8,807	$8,807	$8,807	$8,807	$8,807	$8,807	$8,807	**$105,687**
Depreciation														
6900	Depreciation Expense	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	**$420,356**
	Total depreciation	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$420,356
Interest														
7438	Interest Expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total interest	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Expenses		**$1,301,675**	**$1,800,690**	**$1,800,690**	**$1,829,752**	**$1,829,752**	**$1,829,752**	**$1,829,752**	**$1,829,752**	**$1,829,752**	**$1,829,752**	**$1,829,752**	**$1,825,852**	**$21,366,926**
Monthly Surplus (Deficit)		**($464,014)**	**($680,413)**	**$902,890**	**($478,491)**	**($425,800)**	**($257,350)**	**$1,318,429**	**($449,440)**	**$587,647**	**($660,486)**	**($457,167)**	**$825,886**	**($238,307)**
Net Asset Reserves		**$13,404,143**	**$12,723,731**	**$13,626,621**	**$13,148,130**	**$12,722,330**	**$12,464,980**	**$13,783,410**	**$13,333,969**	**$13,921,616**	**$13,261,131**	**$12,803,964**	**$13,629,850**	**$13,629,850**
Cash Flow Adjustments														
	Monthly Surplus (Deficit)	($464,014)	($680,413)	$902,890	($478,491)	($425,800)	($257,350)	$1,318,429	($449,440)	$587,647	($660,486)	($457,167)	$825,886	**($238,307)**
	Cash flows from operating activities:													
	Depreciation/amortization	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	**$420,356**
	Public funding receivables, net	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Grants, contributions and pledges receivable, net	($946)	($1,182)	($1,182)	($1,064)	($828)	($709)	($709)	($591)	($473)	($946)	($1,182)	($2,010)	**($11,822)**
	Due to/from related parties	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Prepaid expenses	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	**$101,872**
	Deferred Rent Receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Other assets	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Accounts payable and accrued expenses	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Accrued Admin. Svc. Fee	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Deferred Rent	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total	**($421,440)**	**($638,076)**	**$945,227**	**($436,036)**	**($383,108)**	**($214,540)**	**$1,361,239**	**($406,512)**	**$630,693**	**($617,912)**	**($414,830)**	**$867,395**	**$272,100**
	Cash flows from investing activities:													
CF-2-01	Purchases of property and equipment (Non-E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
CF-2-01	Purchases of property and equipment (E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
CF-2-01	Notes receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	$0
	Cash flows from financing activities:													
	Principal payments of debt													**$0**
	Proceeds from long-term debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Payments on capital lease obligation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Assets limited as to use	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	$0
Total Change in Cash		**($421,440)**	**($638,076)**	**$945,227**	**($436,036)**	**($383,108)**	**($214,540)**	**$1,361,239**	**($406,512)**	**$630,693**	**($617,912)**	**($414,830)**	**$867,395**	**$272,100**
Cash, Beginning of Period		$6,395,127	$5,973,687	$5,335,611	$6,280,838	$5,844,803	$5,461,694	$5,247,154	$6,608,393	$6,201,881	$6,832,574	$6,214,662	$5,799,832	$6,395,127
Cash, End of Period		**$5,973,687**	**$5,335,611**	**$6,280,838**	**$5,844,803**	**$5,461,694**	**$5,247,154**	**$6,608,393**	**$6,201,881**	**$6,832,574**	**$6,214,662**	**$5,799,832**	**$6,667,227**	**$6,667,227**
	Cash Reserves % of Budgeted Cash Expenses	*29%*	*25%*	*30%*	*28%*	*26%*	*25%*	*32%*	*30%*	*33%*	*30%*	*28%*	*32%*	*32%*

2025-2026 Monthly Forecast

Gertz-Ressler High School/Richar-Merkin Complex

		Prior Year P2 and PENSEC Estimates						P-1				P-2	
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
Revenues														
Private grants and contributions														
8980	Contributions, Unrestricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
8990	Contributions, Restricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total private grants and contributions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Federal revenue														
8181	Federal Special Education (IDEA)	$14,232	$28,465	$23,721	$23,721	$23,721	$23,721	$23,721	$25,302	$12,651	$12,651	$12,651	$12,651	**$237,208**
8220	Federal Child Nutrition	$11,835	$52,718	$52,718	$52,718	$52,718	$52,718	$52,718	$52,718	$52,718	$52,718	$52,718	$52,718	**$591,733**
8221	*Title I, Part A - Basic Low Income*	*$0*	*$0*	*$163,988*	*$0*	*$0*	*$163,988*	*$0*	*$0*	*$0*	*$0*	*$0*	*$81,994*	***$409,970***
8222	*Title II, Part D - EETT*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$81,947*	***$81,947***
8223	*Title V, Part B - Charter School Grants*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8224	*ESSER III (Part A&B)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8225		*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8226		*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8227	*E-Rate*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8290	Sub Total Other Federal Revenue	$0	$0	$163,988	$0	$0	$163,988	$0	$0	$0	$0	$0	$163,941	**$491,917**
	Total Federal Revenue	$26,067	$81,183	$240,427	$76,439	$76,439	$240,427	$76,439	$78,020	$65,369	$65,369	$65,369	$229,311	**$1,320,859**
State revenue														
8012	EPA Funding	$0	$0	$1,227,523	$0	$0	$0	$1,227,523	$0	$1,227,523	$0	$0	$1,227,523	**$4,910,093**
8012.1	*Gen. Apportionment/PY Overpayment*	-	-	-	-	-	-	-	-	-	-	-	-	***$0***
8012.2	*Gen Apportionment New Grade*	-	-	-	-	-	-	-	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8012.3	*Gen. Apportionment Continuing Charters*	*$400,560*	*$400,560*	*$721,008*	*$721,008*	*$721,008*	*$721,008*	*$721,008*	*$721,008*	*$721,008*	*$721,008*	*$721,008*	*$721,008*	***$8,011,205***
8015	General Apportionment	$400,560	$400,560	$721,008	$721,008	$721,008	$721,008	$721,008	$721,008	$721,008	$721,008	$721,008	$721,008	**$8,011,205**
8311	Mandate Block Grant	$0	$0	$0	$0	$53,289	$0	$0	$0	$0	$0	$0	$0	**$53,289**
8520	Child Nutrition	$1,071	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	**$53,550**
8545	School Facilities Apportionment (SB740)	$0	$0	$0	$0	$0	$0	$588,904	$0	$0	$0	$196,301	$0	**$785,205**
8560	State Lottery	$0	$0	$0	$0	$0	$59,673	$0	$0	$59,673	$0	$0	$119,347	**$238,694**
8590	Other State Revenue	$134,886	$134,886	$134,886	$134,886	$134,886	$134,886	$134,886	$134,886	$134,886	$134,886	$134,886	$134,886	**$1,618,627**
8792	Special Ed Instructional Entitlement	$57,502	$115,003	$95,836	$95,836	$95,836	$95,836	$95,836	$102,225	$51,113	$51,113	$51,113	$51,113	**$958,359**
	Total State Revenue	$594,018	$655,220	$2,184,024	$956,501	$1,009,790	$1,016,174	$2,772,928	$962,890	$2,198,974	$911,777	$1,108,079	$2,258,648	**$16,629,022**
Local revenue														
8096	In Lieu of Property Taxes	$173,155	$346,310	$288,592	$288,592	$288,592	$288,592	$288,592	$307,831	$153,916	$153,916	$153,916	$153,916	**$2,885,920**
	Total Local Revenue	$173,155	$346,310	$288,592	$288,592	$288,592	$288,592	$288,592	$307,831	$153,916	$153,916	$153,916	$153,916	**$2,885,920**
Other revenue														
8631	Sale of Equipment and Supplies	$1,073	$1,073	$1,073	$1,073	$1,073	$1,073	$1,073	$1,073	$1,073	$1,073	$1,073	$1,073	**$12,878**
8634	Food Service Sales	$0	-	-	-	-	-	-	-	-	-	-	-	**$0**
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8699	School Fundraising	$2,440	$3,051	$3,051	$2,745	$2,135	$1,830	$1,830	$1,525	$1,220	$2,440	$3,051	$5,186	**$30,505**
	Total Other Revenue	$3,514	$4,124	$4,124	$3,819	$3,208	$2,903	$2,903	$2,598	$2,293	$3,514	$4,124	$6,259	**$43,383**
Total Revenue		**$796,754**	**$1,086,837**	**$2,717,167**	**$1,325,350**	**$1,378,029**	**$1,548,097**	**$3,140,862**	**$1,351,340**	**$2,420,552**	**$1,134,576**	**$1,331,487**	**$2,648,133**	**$20,879,184**
Expenses														
Salaries														
1110	Certificated Teachers' Salaries	$92,700	$434,255	$434,255	$434,255	$434,255	$434,255	$434,255	$434,255	$434,255	$434,255	$434,255	$434,255	**$4,869,505**
1140	Certificated Teachers' Salaries – Stipends	$0	$3,900	$3,900	$3,900	$3,900	$3,900	$3,900	$3,900	$3,900	$3,900	$3,900	$0	**$39,000**
1210	Certificated Pupil Support Salaries – Salary	$20,718	$20,718	$20,718	$20,718	$20,718	$20,718	$20,718	$20,718	$20,718	$20,718	$20,718	$20,718	**$248,618**
1230	Certificated Pupil Support Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1310	Certificated Supervisors' and Administrators' Salaries	$94,106	$94,106	$94,106	$94,106	$94,106	$94,106	$94,106	$94,106	$94,106	$94,106	$94,106	$94,106	**$1,129,278**
1330	Certificated Supervisors' and Administrators' Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1910	Other Certificated Salaries – Salary	$0	$39,547	$39,547	$39,547	$39,547	$39,547	$39,547	$39,547	$39,547	$39,547	$39,547	$39,547	**$435,017**
1930	Other Certificated Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2110	Classified Instructional Salaries - Salary	$0	$20,033	$20,033	$20,033	$20,033	$20,033	$20,033	$20,033	$20,033	$20,033	$20,033	$20,033	**$220,368**
2120	Classified Instructional Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2130	Classified Instructional Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2210	Classified Support Salaries - Salary	$32,483	$32,483	$32,483	$32,483	$32,483	$32,483	$32,483	$32,483	$32,483	$32,483	$32,483	$32,483	**$389,791**
2220	Classified Support Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2230	Classified Support Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2310	Classified Supervisors' and Administrators' Salaries - Salary	$33,883	$33,883	$33,883	$33,883	$33,883	$33,883	$33,883	$33,883	$33,883	$33,883	$33,883	$33,883	**$406,601**
2320	Classified Supervisors' and Administrators' Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2330	Classified Supervisors' and Administrators' Salaries - Bonus	$0	$3,545	$3,545	$3,545	$3,545	$3,545	$3,545	$3,545	$3,545	$3,545	$3,545	$0	**$35,455**
2410	Clerical, Technical, and Office Staff Salaries - Salary	$13,926	$13,926	$13,926	$13,926	$13,926	$13,926	$13,926	$13,926	$13,926	$13,926	$13,926	$13,926	**$167,111**
2420	Clerical, Technical, and Office Staff Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2430	Clerical, Technical, and Office Staff Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2910	Other Classified Salaries - Salary	$13,614	$13,614	$13,614	$13,614	$13,614	$13,614	$13,614	$13,614	$13,614	$13,614	$13,614	$13,614	**$163,363**
2920	Other Classified Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2930	Other Classified Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Salaries	$301,430	$710,011	$710,011	$710,011	$710,011	$710,011	$710,011	$710,011	$710,011	$710,011	$710,011	$702,566	**$8,104,107**
Benefits														
3101	STRS, certificated positions	$39,637	$112,428	$112,428	$112,428	$112,428	$112,428	$112,428	$112,428	$112,428	$112,428	$112,428	$112,428	**$1,276,342**
3202	PERS, classified positions	$26,106	$31,675	$31,675	$31,675	$31,675	$31,675	$31,675	$31,675	$31,675	$31,675	$31,675	$31,675	**$374,531**
3301	OASDI certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3302	OASDI, classified positions	$5,822	$7,064	$7,064	$7,064	$7,064	$7,064	$7,064	$7,064	$7,064	$7,064	$7,064	$7,064	**$83,529**

Gertz-Ressler High School/Richar-Merkin Complex

		Prior Year P2 and PENSEC Estimates						P-1				P-2	
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
3311	Medicare certificated positions	$2,709	$8,525	$8,525	$8,525	$8,525	$8,525	$8,525	$8,525	$8,525	$8,525	$8,525	$8,525	**$96,485**
3312	Medicare, classified positions	$1,362	$1,652	$1,652	$1,652	$1,652	$1,652	$1,652	$1,652	$1,652	$1,652	$1,652	$1,652	**$19,535**
3401	Health and Welfare, certificated positions	$63,349	$63,349	$63,349	$63,349	$63,349	$63,349	$63,349	$63,349	$63,349	$63,349	$63,349	$63,349	**$760,187**
3402	Health and Welfare, classified positions	$20,934	$20,934	$20,934	$20,934	$20,934	$20,934	$20,934	$20,934	$20,934	$20,934	$20,934	$20,934	**$251,207**
3501	State Unemployment, certificated positions	$5,125	$5,125	$5,125	$5,125	$5,125	$5,125	$5,125	$5,125	$5,125	$5,125	$5,125	$5,125	**$61,505**
3502	State Unemployment, classified positions	$1,953	$1,953	$1,953	$1,953	$1,953	$1,953	$1,953	$1,953	$1,953	$1,953	$1,953	$1,953	**$23,436**
3601	Workers' Compensation Insurance, certificated positions	$1,868	$5,879	$5,879	$5,879	$5,879	$5,879	$5,879	$5,879	$5,879	$5,879	$5,879	$5,879	**$66,542**
3602	Workers' Compensation Insurance, classified positions	$939	$1,139	$1,139	$1,139	$1,139	$1,139	$1,139	$1,139	$1,139	$1,139	$1,139	$1,139	**$13,472**
3901	Other Benefits, certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3902	Other Benefits, classified positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Benefits	$169,804	$259,724	$259,724	$259,724	$259,724	$259,724	$259,724	$259,724	$259,724	$259,724	$259,724	$259,724	**$3,026,771**
Books and supplies														
4101	Textbooks and Core Curricula Materials	6,809.5	6,809.5	6,809.5	6,809.5	6,809.5	6,809.5	6,809.5	6,809.5	6,809.5	6,809.5	6,809.5	6,809.5	**$81,714**
4102	Software – Instructional	11,207.7	11,207.7	11,207.7	11,207.7	11,207.7	11,207.7	11,207.7	11,207.7	11,207.7	11,207.7	11,207.7	11,207.7	**$134,492**
4200	Books and Other Reference Materials	757.5	757.5	757.5	757.5	757.5	757.5	757.5	757.5	757.5	757.5	757.5	757.5	**$9,090**
4301	College Prep	3,366.7	3,366.7	3,366.7	3,366.7	3,366.7	3,366.7	3,366.7	3,366.7	3,366.7	3,366.7	3,366.7	3,366.7	**$40,400**
4302	Other Materials and Supplies	23,268.5	23,268.5	23,268.5	23,268.5	23,268.5	23,268.5	23,268.5	23,268.5	23,268.5	23,268.5	23,268.5	23,268.5	**$279,222**
4304	Uniforms	7,154.2	7,154.2	7,154.2	7,154.2	7,154.2	7,154.2	7,154.2	7,154.2	7,154.2	7,154.2	7,154.2	7,154.2	**$85,850**
4400	Noncapitalized Equipment	8,568.2	8,568.2	8,568.2	8,568.2	8,568.2	8,568.2	8,568.2	8,568.2	8,568.2	8,568.2	8,568.2	8,568.2	**$102,818**
4700	Food (Child Nutrition) (FY 17: Food Services)	$0	$32,587	$61,915	$61,915	$61,915	$61,915	$61,915	$61,915	$61,915	$61,915	$61,915	$61,915	**$651,736**
	Total Books and Supplies	$61,132	$93,719	$123,047	$123,047	$123,047	$123,047	$123,047	$123,047	$123,047	$123,047	$123,047	$123,047	**$1,385,321**
Subagreement services														
5101	Subagreements for Services (FY 17: Nursing)	17,128.2	17,128.2	17,128.2	17,128.2	17,128.2	17,128.2	17,128.2	17,128.2	17,128.2	17,128.2	17,128.2	17,128.2	**$205,538**
5102	Special Education (Subagreement/Contract)	18,937.5	18,937.5	18,937.5	18,937.5	18,937.5	18,937.5	18,937.5	18,937.5	18,937.5	18,937.5	18,937.5	18,937.5	**$227,250**
5103	Substitute Teacher (Subagreement/Contract)	19,442.5	19,442.5	19,442.5	19,442.5	19,442.5	19,442.5	19,442.5	19,442.5	19,442.5	19,442.5	19,442.5	19,442.5	**$233,310**
5104	Transportation (Subagreement/Contract)	5,050.0	5,050.0	5,050.0	5,050.0	5,050.0	5,050.0	5,050.0	5,050.0	5,050.0	5,050.0	5,050.0	5,050.0	**$60,600**
5105	Security (Subagreement/Contract)	2,710.2	2,710.2	2,710.2	2,710.2	2,710.2	2,710.2	2,710.2	2,710.2	2,710.2	2,710.2	2,710.2	2,710.2	**$32,522**
5106	Printing (Subagreement/Contract)	1,002.4	1,002.4	1,002.4	1,002.4	1,002.4	1,002.4	1,002.4	1,002.4	1,002.4	1,002.4	1,002.4	1,002.4	**$12,029**
5107	After-School Programs (Subagreement/Contract)	45,077.1	45,077.1	45,077.1	45,077.1	45,077.1	45,077.1	45,077.1	45,077.1	45,077.1	45,077.1	45,077.1	45,077.1	**$540,926**
	Total Subagreement Services	$109,348	$109,348	$109,348	$109,348	$109,348	$109,348	$109,348	$109,348	$109,348	$109,348	$109,348	$109,348	**$1,312,174**
Travel and Conference														
5231	General Travel and Conference	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5232	Conference and Training Entrance Fees	4,658.6	4,658.6	4,658.6	4,658.6	4,658.6	4,658.6	4,658.6	4,658.6	4,658.6	4,658.6	4,658.6	4,658.6	**$55,904**
5233	Mileage	155.7	155.7	155.7	155.7	155.7	155.7	155.7	155.7	155.7	155.7	155.7	155.7	**$1,869**
5234	Ground Transportation	101.0	101.0	101.0	101.0	101.0	101.0	101.0	101.0	101.0	101.0	101.0	101.0	**$1,212**
5235	Air Travel	1,700.2	1,700.2	1,700.2	1,700.2	1,700.2	1,700.2	1,700.2	1,700.2	1,700.2	1,700.2	1,700.2	1,700.2	**$20,402**
5236	Hotel and Accommodation	1,733.8	1,733.8	1,733.8	1,733.8	1,733.8	1,733.8	1,733.8	1,733.8	1,733.8	1,733.8	1,733.8	1,733.8	**$20,806**
5237	Business Meals	778.5	778.5	778.5	778.5	778.5	778.5	778.5	778.5	778.5	778.5	778.5	778.5	**$9,343**
	Total Travel and Conference	$9,128	$9,128	$9,128	$9,128	$9,128	$9,128	$9,128	$9,128	$9,128	$9,128	$9,128	$9,128	**$109,535**
Dues & Memberships														
5300	Dues & Memberships	2,708.5	2,708.5	2,708.5	2,708.5	2,708.5	2,708.5	2,708.5	2,708.5	2,708.5	2,708.5	2,708.5	2,708.5	**$32,502**
	Total Travel and Conference	$2,708	$2,708	$2,708	$2,708	$2,708	$2,708	$2,708	$2,708	$2,708	$2,708	$2,708	$2,708	**$32,502**
Insurance														
5400	Insurance	9,531.2	9,531.2	9,531.2	9,531.2	9,531.2	9,531.2	9,531.2	9,531.2	9,531.2	9,531.2	9,531.2	9,531.2	**$114,374**
	Total Insurance	$9,531	$9,531	$9,531	$9,531	$9,531	$9,531	$9,531	$9,531	$9,531	$9,531	$9,531	$9,531	**$114,374**
Operations and Housekeeping Services														
5501	Utilities	85.6	85.6	85.6	85.6	85.6	85.6	85.6	85.6	85.6	85.6	85.6	85.6	**$1,027**
5502	Janitorial/Trash Removal	5,307.5	5,307.5	5,307.5	5,307.5	5,307.5	5,307.5	5,307.5	5,307.5	5,307.5	5,307.5	5,307.5	5,307.5	**$63,690**
5503	Security	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Ops and Housekeeping	$5,393	$5,393	$5,393	$5,393	$5,393	$5,393	$5,393	$5,393	$5,393	$5,393	$5,393	$5,393	**$64,717**
Rentals, Leases, and Repairs														
5600	Rentals, Leases and Repairs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5601	Rent	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	**$1,104,280**
5602	Additional Rent	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	**$301,711**
5603	Equipment Leases	$883	$883	$883	$883	$883	$883	$883	$883	$883	$883	$883	$883	**$10,600**
5604	Other Leases (Parking)	$1,070	$1,070	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$2,140**
5605	Real/Personal Property Taxes	$1,877	$1,877	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$3,754**
5606	Venue Rentals	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	**$45,000**
5610	Repairs and Maintenance	$20,043	$20,043	$20,043	$20,043	$20,043	$20,043	$20,043	$20,043	$20,043	$20,043	$20,043	$20,043	**$240,517**
	Total Rentals, Leases and Repairs	$144,789	$144,789	$141,842	$141,842	$141,842	$141,842	$141,842	$141,842	$141,842	$141,842	$141,842	$141,842	**$1,708,002**
Transfers of Direct Costs														
5710	Transfer of Direct Costs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5750	Transfer of Direct Costs - Interfund	519.7	519.7	519.7	519.7	519.7	519.7	519.7	519.7	519.7	519.7	519.7	519.7	**$6,237**
	Total Transfers	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	**$6,237**

Gertz-Ressler High School/Richar-Merkin Complex

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
Professional/Consulting Services and Operating Expenditures														
5801	General Operating Expenditures (Before FY17: IT)	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5802	Accounting - Professional and Consulting Services	2,497.6	2,497.6	2,497.6	2,497.6	2,497.6	2,497.6	2,497.6	2,497.6	2,497.6	2,497.6	2,497.6	2,497.6	**$29,971**
5803	Legal- Professional and Consulting Services	23,230.9	23,230.9	23,230.9	23,230.9	23,230.9	23,230.9	23,230.9	23,230.9	23,230.9	23,230.9	23,230.9	23,230.9	**$278,770**
5805	General - Professional and Consulting Services	62,486.2	62,486.2	62,486.2	62,486.2	62,486.2	62,486.2	62,486.2	62,486.2	62,486.2	62,486.2	62,486.2	62,486.2	**$749,834**
5807	IT Services - Professional and Consulting Services	5,447.0	5,447.0	5,447.0	5,447.0	5,447.0	5,447.0	5,447.0	5,447.0	5,447.0	5,447.0	5,447.0	5,447.0	**$65,363**
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5811	Administrative Services Fee	$95,189	$129,926	$325,565	$158,584	$164,978	$185,423	$376,555	$161,849	$290,191	$135,727	$159,284	$317,025	**$2,500,296**
5812	District Oversight Fee	$5,737	$7,469	$10,096	$10,096	$10,096	$10,096	$10,096	$10,288	$8,749	$8,749	$8,749	$8,749	**$108,971**
5813	LACOE Fees	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5814	SELPA Fees	$14,347	$28,694	$23,911	$23,911	$23,911	$23,911	$23,911	$25,505	$12,753	$12,753	$12,753	$12,753	**$239,113**
5815	Rent Equalization Fee(Credit)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5817	Other taxes and fees	306.7	306.7	306.7	306.7	306.7	306.7	306.7	306.7	306.7	306.7	306.7	306.7	**$3,680**
5821	Professional Development Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5822	Temporary Administrative Support	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5831	Food or Catering Services	14,724.3	14,724.3	14,724.3	14,724.3	14,724.3	14,724.3	14,724.3	14,724.3	14,724.3	14,724.3	14,724.3	14,724.3	**$176,692**
5832	Entrance Fees	662.1	662.1	662.1	662.1	662.1	662.1	662.1	662.1	662.1	662.1	662.1	662.1	**$7,945**
5833	Transportation Services	6,695.2	6,695.2	6,695.2	6,695.2	6,695.2	6,695.2	6,695.2	6,695.2	6,695.2	6,695.2	6,695.2	6,695.2	**$80,342**
5834	Software - Operating	12,958.7	12,958.7	12,958.7	12,958.7	12,958.7	12,958.7	12,958.7	12,958.7	12,958.7	12,958.7	12,958.7	12,958.7	**$155,505**
5835	Printing - General	936.7	936.7	936.7	936.7	936.7	936.7	936.7	936.7	936.7	936.7	936.7	936.7	**$11,241**
5840	Scholarship Expense	198.7	198.7	198.7	198.7	198.7	198.7	198.7	198.7	198.7	198.7	198.7	198.7	**$2,385**
5841	Mentorship Program Awards	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5842	Relocation	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5899	Pledge Write Off	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Professional Services and Opering Exp.	$245,417	$296,232	$489,716	$322,735	$329,130	$349,575	$540,706	$327,787	$441,837	$287,373	$310,930	$468,671	**$4,410,109**
Communications														
5901	General Communications	6,968.1	6,968.1	6,968.1	6,968.1	6,968.1	6,968.1	6,968.1	6,968.1	6,968.1	6,968.1	6,968.1	6,968.1	**$83,617**
5902	Postage and Shipping	1,253.9	1,253.9	1,253.9	1,253.9	1,253.9	1,253.9	1,253.9	1,253.9	1,253.9	1,253.9	1,253.9	1,253.9	**$15,047**
5903	Job Advertising	673.3	673.3	673.3	673.3	673.3	673.3	673.3	673.3	673.3	673.3	673.3	673.3	**$8,080**
	Total Communications	$8,895	$8,895	$8,895	$8,895	$8,895	$8,895	$8,895	$8,895	$8,895	$8,895	$8,895	$8,895	**$106,744**
Depreciation														
6900	Depreciation Expense	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	**$420,356**
	Total depreciation	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$420,356
Interest														
7438	Interest Expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total interest	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Expenses		**$1,103,126**	**$1,685,029**	**$1,904,895**	**$1,737,913**	**$1,744,308**	**$1,764,753**	**$1,955,884**	**$1,742,965**	**$1,857,015**	**$1,702,552**	**$1,726,108**	**$1,876,403**	**$20,800,950**
Monthly Surplus (Deficit)		**($306,371)**	**($598,192)**	**$812,272**	**($412,563)**	**($366,279)**	**($216,656)**	**$1,184,978**	**($391,625)**	**$563,537**	**($567,976)**	**($394,621)**	**$771,729**	**$78,234**
Net Asset Reserves		**$13,629,850**	**$13,031,658**	**$13,843,930**	**$13,431,367**	**$13,065,088**	**$12,848,432**	**$14,033,410**	**$13,641,785**	**$14,205,322**	**$13,637,346**	**$13,242,726**	**$14,014,455**	**$14,014,455**

Gertz-Ressler High School/Richar-Merkin Complex

	Prior Year P2 and PENSEC Estimates						P-1				P-2	
	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
Cash Flow Adjustments													
Monthly Surplus (Deficit)	($306,371)	($598,192)	$812,272	($412,563)	($366,279)	($216,656)	$1,184,978	($391,625)	$563,537	($567,976)	($394,621)	$771,729	**$78,234**
Cash flows from operating activities:													
Depreciation/amortization	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	**$420,356**
Public funding receivables, net	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Grants, contributions and pledges receivable, net	($946)	($1,182)	($1,182)	($1,064)	($828)	($709)	($709)	($591)	($473)	($946)	($1,182)	($2,010)	**($11,822)**
Due to/from related parties	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Prepaid expenses	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	**$101,872**
Deferred Rent Receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Other assets	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Accounts payable and accrued expenses	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Accrued Admin. Svc. Fee	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Deferred Rent	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total	**($263,798)**	**($555,855)**	**$854,609**	**($370,108)**	**($323,587)**	**($173,846)**	**$1,227,787**	**($348,697)**	**$606,583**	**($525,402)**	**($352,284)**	**$813,239**	**$588,641**
Cash flows from investing activities:													
Purchases of property and equipment (Non-E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Purchases of property and equipment (E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Notes receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Cash flows from financing activities:													
Principal payments of debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Proceeds from long-term debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Payments on capital lease obligation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Assets limited as to use	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Total Change in Cash	**($263,798)**	**($555,855)**	**$854,609**	**($370,108)**	**($323,587)**	**($173,846)**	**$1,227,787**	**($348,697)**	**$606,583**	**($525,402)**	**($352,284)**	**$813,239**	**$588,641**
Cash, Beginning of Period	$6,667,227	$6,403,430	$5,847,574	$6,702,183	$6,332,075	$6,008,488	$5,834,642	$7,062,429	$6,713,732	$7,320,316	$6,794,913	$6,442,630	$6,667,227
Cash, End of Period	**$6,403,430**	**$5,847,574**	**$6,702,183**	**$6,332,075**	**$6,008,488**	**$5,834,642**	**$7,062,429**	**$6,713,732**	**$7,320,316**	**$6,794,913**	**$6,442,630**	**$7,255,868**	**$7,255,868**
Cash Reserves % of Budgeted Cash Expenses	*31%*	*29%*	*33%*	*31%*	*29%*	*29%*	*35%*	*33%*	*36%*	*33%*	*32%*	*36%*	*36%*

2026-2027 Monthly Forecast

Gertz-Ressler High School/Richar-Merkin Complex

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Total
Revenues														
Private grants and contributions														
8980	Contributions, Unrestricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
8990	Contributions, Restricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total private grants and contributions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Federal revenue														
8181	Federal Special Education (IDEA)	$14,375	$28,750	$23,958	$23,958	$23,958	$23,958	$23,958	$25,555	$12,778	$12,778	$12,778	$12,778	**$239,580**
8220	Federal Child Nutrition	$11,953	$53,245	$53,245	$53,245	$53,245	$53,245	$53,245	$53,245	$53,245	$53,245	$53,245	$53,245	**$597,650**
8221	*Title I, Part A - Basic Low Income*	*$0*	*$0*	*$165,628*	*$0*	*$0*	*$165,628*	*$0*	*$0*	*$0*	*$0*	*$0*	*$82,814*	***$414,070***
8222	*Title II, Part D - EETT*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$82,767*	***$82,767***
8223	*Title V, Part B - Charter School Grants*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8224	*ESSER III (Part A&B)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8225		*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8226		*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8227	*E-Rate*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8290	Sub Total Other Federal Revenue	$0	$0	$165,628	$0	$0	$165,628	$0	$0	$0	$0	$0	$165,581	**$496,837**
	Total Federal Revenue	$26,328	$81,995	$242,831	$77,203	$77,203	$242,831	$77,203	$78,800	$66,023	$66,023	$66,023	$231,604	**$1,334,067**
State revenue														
8012	EPA Funding	$0	$0	$1,264,349	$0	$0	$0	$1,264,349	$0	$1,264,349	$0	$0	$1,264,349	**$5,057,396**
8012.1	*Gen. Apportionment/PY Overpayment*	-	-	-	-	-	-	-	-	-	-	-	-	***$0***
8012.2	*Gen Apportionment New Grade*	-	-	-	-	-	-	-	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8012.3	*Gen. Apportionment Continuing Charters*	*$412,577*	*$412,577*	*$742,639*	*$742,639*	*$742,639*	*$742,639*	*$742,639*	*$742,639*	*$742,639*	*$742,639*	*$742,639*	*$742,639*	***$8,251,541***
8015	General Apportionment	$412,577	$412,577	$742,639	$742,639	$742,639	$742,639	$742,639	$742,639	$742,639	$742,639	$742,639	$742,639	**$8,251,541**
8311	Mandate Block Grant	$0	$0	$0	$0	$53,289	$0	$0	$0	$0	$0	$0	$0	**$53,289**
8520	Child Nutrition	$1,071	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	$4,771	**$53,550**
8545	School Facilities Apportionment (SB740)	$0	$0	$0	$0	$0	$0	$588,904	$0	$0	$0	$196,301	$0	**$785,205**
8560	State Lottery	$0	$0	$0	$0	$0	$59,673	$0	$0	$59,673	$0	$0	$119,347	**$238,694**
8590	Other State Revenue	$134,886	$134,886	$134,886	$134,886	$134,886	$134,886	$134,886	$134,886	$134,886	$134,886	$134,886	$134,886	**$1,618,627**
8792	Special Ed Instructional Entitlement	$59,227	$118,453	$98,711	$98,711	$98,711	$98,711	$98,711	$105,292	$52,646	$52,646	$52,646	$52,646	**$987,110**
	Total State Revenue	$607,760	$670,687	$2,245,355	$981,006	$1,034,295	$1,040,680	$2,834,259	$987,587	$2,258,963	$934,941	$1,131,242	$2,318,637	**$17,045,412**
Local revenue														
8096	In Lieu of Property Taxes	$178,350	$356,700	$297,250	$297,250	$297,250	$297,250	$297,250	$317,066	$158,533	$158,533	$158,533	$158,533	**$2,972,498**
	Total Local Revenue	$178,350	$356,700	$297,250	$297,250	$297,250	$297,250	$297,250	$317,066	$158,533	$158,533	$158,533	$158,533	**$2,972,498**
Other revenue														
8631	Sale of Equipment and Supplies	$1,084	$1,084	$1,084	$1,084	$1,084	$1,084	$1,084	$1,084	$1,084	$1,084	$1,084	$1,084	**$13,006**
8634	Food Service Sales	$0	-	-	-	-	-	-	-	-	-	-	-	**$0**
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8699	School Fundraising	$2,489	$3,112	$3,112	$2,800	$2,178	$1,867	$1,867	$1,556	$1,245	$2,489	$3,112	$5,290	**$31,115**
	Total Other Revenue	$3,573	$4,195	$4,195	$3,884	$3,262	$2,951	$2,951	$2,640	$2,328	$3,573	$4,195	$6,373	**$44,122**
Total Revenue		**$816,011**	**$1,113,577**	**$2,789,631**	**$1,359,343**	**$1,412,010**	**$1,583,711**	**$3,211,663**	**$1,386,093**	**$2,485,848**	**$1,163,070**	**$1,359,994**	**$2,715,147**	$21,396,099
Expenses														
Salaries														
1110	Certificated Teachers' Salaries	$92,700	$445,014	$445,014	$445,014	$445,014	$445,014	$445,014	$445,014	$445,014	$445,014	$445,014	$445,014	**$4,987,849**
1140	Certificated Teachers' Salaries – Stipends	$0	$3,900	$3,900	$3,900	$3,900	$3,900	$3,900	$3,900	$3,900	$3,900	$3,900	$0	**$39,000**
1210	Certificated Pupil Support Salaries – Salary	$21,133	$21,133	$21,133	$21,133	$21,133	$21,133	$21,133	$21,133	$21,133	$21,133	$21,133	$21,133	**$253,590**
1230	Certificated Pupil Support Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1310	Certificated Supervisors' and Administrators' Salaries	$95,989	$95,989	$95,989	$95,989	$95,989	$95,989	$95,989	$95,989	$95,989	$95,989	$95,989	$95,989	**$1,151,863**
1330	Certificated Supervisors' and Administrators' Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1910	Other Certificated Salaries – Salary	$0	$40,338	$40,338	$40,338	$40,338	$40,338	$40,338	$40,338	$40,338	$40,338	$40,338	$40,338	**$443,718**
1930	Other Certificated Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2110	Classified Instructional Salaries - Salary	$0	$20,434	$20,434	$20,434	$20,434	$20,434	$20,434	$20,434	$20,434	$20,434	$20,434	$20,434	**$224,775**
2120	Classified Instructional Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2130	Classified Instructional Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2210	Classified Support Salaries - Salary	$33,132	$33,132	$33,132	$33,132	$33,132	$33,132	$33,132	$33,132	$33,132	$33,132	$33,132	$33,132	**$397,587**
2220	Classified Support Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2230	Classified Support Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2310	Classified Supervisors' and Administrators' Salaries - Salary	$34,561	$34,561	$34,561	$34,561	$34,561	$34,561	$34,561	$34,561	$34,561	$34,561	$34,561	$34,561	**$414,733**
2320	Classified Supervisors' and Administrators' Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2330	Classified Supervisors' and Administrators' Salaries - Bonus	$0	$3,545	$3,545	$3,545	$3,545	$3,545	$3,545	$3,545	$3,545	$3,545	$3,545	$0	**$35,455**
2410	Clerical, Technical, and Office Staff Salaries - Salary	$14,204	$14,204	$14,204	$14,204	$14,204	$14,204	$14,204	$14,204	$14,204	$14,204	$14,204	$14,204	**$170,454**
2420	Clerical, Technical, and Office Staff Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2430	Clerical, Technical, and Office Staff Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2910	Other Classified Salaries - Salary	$13,886	$13,886	$13,886	$13,886	$13,886	$13,886	$13,886	$13,886	$13,886	$13,886	$13,886	$13,886	**$166,630**
2920	Other Classified Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2930	Other Classified Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Salaries	$305,605	$726,136	$726,136	$726,136	$726,136	$726,136	$726,136	$726,136	$726,136	$726,136	$726,136	$718,690 #	**$8,285,654**
Benefits														
3101	STRS, certificated positions	$40,076	$115,072	$115,072	$115,072	$115,072	$115,072	$115,072	$115,072	$115,072	$115,072	$115,072	$115,072	**$1,305,871**
3202	PERS, classified positions	$26,628	$32,309	$32,309	$32,309	$32,309	$32,309	$32,309	$32,309	$32,309	$32,309	$32,309	$32,309	**$382,022**
3301	OASDI certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3302	OASDI, classified positions	$5,939	$7,206	$7,206	$7,206	$7,206	$7,206	$7,206	$7,206	$7,206	$7,206	$7,206	$7,206	**$85,199**
3311	Medicare certificated positions	$2,736	$8,726	$8,726	$8,726	$8,726	$8,726	$8,726	$8,726	$8,726	$8,726	$8,726	$8,726	**$98,719**

Gertz-Ressler High School/Richar-Merkin Complex

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Total
3312	Medicare, classified positions	$1,389	$1,685	$1,685	$1,685	$1,685	$1,685	$1,685	$1,685	$1,685	$1,685	$1,685	$1,685	**$19,926**
3401	Health and Welfare, certificated positions	$66,516	$66,516	$66,516	$66,516	$66,516	$66,516	$66,516	$66,516	$66,516	$66,516	$66,516	$66,516	**$798,196**
3402	Health and Welfare, classified positions	$21,981	$21,981	$21,981	$21,981	$21,981	$21,981	$21,981	$21,981	$21,981	$21,981	$21,981	$21,981	**$263,767**
3501	State Unemployment, certificated positions	$5,125	$5,125	$5,125	$5,125	$5,125	$5,125	$5,125	$5,125	$5,125	$5,125	$5,125	$5,125	**$61,505**
3502	State Unemployment, classified positions	$1,953	$1,953	$1,953	$1,953	$1,953	$1,953	$1,953	$1,953	$1,953	$1,953	$1,953	$1,953	**$23,436**
3601	Workers' Compensation Insurance, certificated positions	$1,887	$6,018	$6,018	$6,018	$6,018	$6,018	$6,018	$6,018	$6,018	$6,018	$6,018	$6,018	**$68,082**
3602	Workers' Compensation Insurance, classified positions	$958	$1,162	$1,162	$1,162	$1,162	$1,162	$1,162	$1,162	$1,162	$1,162	$1,162	$1,162	**$13,742**
3901	Other Benefits, certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3902	Other Benefits, classified positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Benefits	$175,187	$267,753	$267,753	$267,753	$267,753	$267,753	$267,753	$267,753	$267,753	$267,753	$267,753	$267,753	**$3,120,465**
Books and supplies														
4101	Textbooks and Core Curricula Materials	6,877.6	6,877.6	6,877.6	6,877.6	6,877.6	6,877.6	6,877.6	6,877.6	6,877.6	6,877.6	6,877.6	6,877.6	**$82,531**
4102	Software – Instructional	11,319.7	11,319.7	11,319.7	11,319.7	11,319.7	11,319.7	11,319.7	11,319.7	11,319.7	11,319.7	11,319.7	11,319.7	**$135,837**
4200	Books and Other Reference Materials	765.1	765.1	765.1	765.1	765.1	765.1	765.1	765.1	765.1	765.1	765.1	765.1	**$9,181**
4301	College Prep	3,400.3	3,400.3	3,400.3	3,400.3	3,400.3	3,400.3	3,400.3	3,400.3	3,400.3	3,400.3	3,400.3	3,400.3	**$40,804**
4302	Other Materials and Supplies	23,501.2	23,501.2	23,501.2	23,501.2	23,501.2	23,501.2	23,501.2	23,501.2	23,501.2	23,501.2	23,501.2	23,501.2	**$282,014**
4304	Uniforms	7,225.7	7,225.7	7,225.7	7,225.7	7,225.7	7,225.7	7,225.7	7,225.7	7,225.7	7,225.7	7,225.7	7,225.7	**$86,709**
4400	Noncapitalized Equipment	8,653.8	8,653.8	8,653.8	8,653.8	8,653.8	8,653.8	8,653.8	8,653.8	8,653.8	8,653.8	8,653.8	8,653.8	**$103,846**
4700	Food (Child Nutrition) (FY 17: Food Services)	$0	$32,886	$62,483	$62,483	$62,483	$62,483	$62,483	$62,483	$62,483	$62,483	$62,483	$62,483	**$657,712**
	Total Books and Supplies	$61,743	$94,629	$124,226	$124,226	$124,226	$124,226	$124,226	$124,226	$124,226	$124,226	$124,226	$124,226	**$1,398,634**
Subagreement services														
5101	Subagreements for Services (FY 17: Nursing)	17,299.5	17,299.5	17,299.5	17,299.5	17,299.5	17,299.5	17,299.5	17,299.5	17,299.5	17,299.5	17,299.5	17,299.5	**$207,593**
5102	Special Education (Subagreement/Contract)	19,126.9	19,126.9	19,126.9	19,126.9	19,126.9	19,126.9	19,126.9	19,126.9	19,126.9	19,126.9	19,126.9	19,126.9	**$229,523**
5103	Substitute Teacher (Subagreement/Contract)	19,636.9	19,636.9	19,636.9	19,636.9	19,636.9	19,636.9	19,636.9	19,636.9	19,636.9	19,636.9	19,636.9	19,636.9	**$235,643**
5104	Transportation (Subagreement/Contract)	5,100.5	5,100.5	5,100.5	5,100.5	5,100.5	5,100.5	5,100.5	5,100.5	5,100.5	5,100.5	5,100.5	5,100.5	**$61,206**
5105	Security (Subagreement/Contract)	2,737.3	2,737.3	2,737.3	2,737.3	2,737.3	2,737.3	2,737.3	2,737.3	2,737.3	2,737.3	2,737.3	2,737.3	**$32,847**
5106	Printing (Subagreement/Contract)	1,012.4	1,012.4	1,012.4	1,012.4	1,012.4	1,012.4	1,012.4	1,012.4	1,012.4	1,012.4	1,012.4	1,012.4	**$12,149**
5107	After-School Programs (Subagreement/Contract)	45,527.9	45,527.9	45,527.9	45,527.9	45,527.9	45,527.9	45,527.9	45,527.9	45,527.9	45,527.9	45,527.9	45,527.9	**$546,335**
	Total Subagreement Services	$110,441	$110,441	$110,441	$110,441	$110,441	$110,441	$110,441	$110,441	$110,441	$110,441	$110,441	$110,441	**$1,325,296**
Travel and Conference														
5231	General Travel and Conference	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5232	Conference and Training Entrance Fees	4,705.2	4,705.2	4,705.2	4,705.2	4,705.2	4,705.2	4,705.2	4,705.2	4,705.2	4,705.2	4,705.2	4,705.2	**$56,463**
5233	Mileage	157.3	157.3	157.3	157.3	157.3	157.3	157.3	157.3	157.3	157.3	157.3	157.3	**$1,887**
5234	Ground Transportation	102.0	102.0	102.0	102.0	102.0	102.0	102.0	102.0	102.0	102.0	102.0	102.0	**$1,224**
5235	Air Travel	1,717.2	1,717.2	1,717.2	1,717.2	1,717.2	1,717.2	1,717.2	1,717.2	1,717.2	1,717.2	1,717.2	1,717.2	**$20,606**
5236	Hotel and Accommodation	1,751.2	1,751.2	1,751.2	1,751.2	1,751.2	1,751.2	1,751.2	1,751.2	1,751.2	1,751.2	1,751.2	1,751.2	**$21,014**
5237	Business Meals	786.3	786.3	786.3	786.3	786.3	786.3	786.3	786.3	786.3	786.3	786.3	786.3	**$9,436**
	Total Travel and Conference	$9,219	$9,219	$9,219	$9,219	$9,219	$9,219	$9,219	$9,219	$9,219	$9,219	$9,219	$9,219	**$110,630**
Dues & Memberships														
5300	Dues & Memberships	2,735.6	2,735.6	2,735.6	2,735.6	2,735.6	2,735.6	2,735.6	2,735.6	2,735.6	2,735.6	2,735.6	2,735.6	**$32,827**
	Total Travel and Conference	$2,736	$2,736	$2,736	$2,736	$2,736	$2,736	$2,736	$2,736	$2,736	$2,736	$2,736	$2,736	**$32,827**
Insurance														
5400	Insurance	9,626.5	9,626.5	9,626.5	9,626.5	9,626.5	9,626.5	9,626.5	9,626.5	9,626.5	9,626.5	9,626.5	9,626.5	**$115,518**
	Total Insurance	$9,627	$9,627	$9,627	$9,627	$9,627	$9,627	$9,627	$9,627	$9,627	$9,627	$9,627	$9,627	**$115,518**
Operations and Housekeeping Services														
5501	Utilities	86.4	86.4	86.4	86.4	86.4	86.4	86.4	86.4	86.4	86.4	86.4	86.4	**$1,037**
5502	Janitorial/Trash Removal	5,360.6	5,360.6	5,360.6	5,360.6	5,360.6	5,360.6	5,360.6	5,360.6	5,360.6	5,360.6	5,360.6	5,360.6	**$64,327**
5503	Security	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Ops and Housekeeping	$5,447	$5,447	$5,447	$5,447	$5,447	$5,447	$5,447	$5,447	$5,447	$5,447	$5,447	$5,447	**$65,364**
Rentals, Leases, and Repairs														
5600	Rentals, Leases and Repairs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5601	Rent	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	$92,023	**$1,104,280**
5602	Additional Rent	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	$25,143	**$301,711**
5603	Equipment Leases	$883	$883	$883	$883	$883	$883	$883	$883	$883	$883	$883	$883	**$10,600**
5604	Other Leases (Parking)	$1,070	$1,070	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$2,140**
5605	Real/Personal Property Taxes	$1,877	$1,877	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$3,754**
5606	Venue Rentals	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	3,750.0	**$45,000**
5610	Repairs and Maintenance	$20,043	$20,043	$20,043	$20,043	$20,043	$20,043	$20,043	$20,043	$20,043	$20,043	$20,043	$20,043	**$240,517**
	Total Rentals, Leases and Repairs	$144,789	$144,789	$141,842	$141,842	$141,842	$141,842	$141,842	$141,842	$141,842	$141,842	$141,842	$141,842	**$1,708,002**
Transfers of Direct Costs														
5710	Transfer of Direct Costs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5750	Transfer of Direct Costs - Interfund	519.7	519.7	519.7	519.7	519.7	519.7	519.7	519.7	519.7	519.7	519.7	519.7	**$6,237**
	Total Transfers	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	$520	**$6,237**

Gertz-Ressler High School/Richar-Merkin Complex

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Total
Professional/Consulting Services and Operating Expenditures														
5801	General Operating Expenditures (Before FY17: IT)	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5802	Accounting - Professional and Consulting Services	2,522.6	2,522.6	2,522.6	2,522.6	2,522.6	2,522.6	2,522.6	2,522.6	2,522.6	2,522.6	2,522.6	2,522.6	**$30,271**
5803	Legal- Professional and Consulting Services	23,463.2	23,463.2	23,463.2	23,463.2	23,463.2	23,463.2	23,463.2	23,463.2	23,463.2	23,463.2	23,463.2	23,463.2	**$281,558**
5805	General - Professional and Consulting Services	63,111.0	63,111.0	63,111.0	63,111.0	63,111.0	63,111.0	63,111.0	63,111.0	63,111.0	63,111.0	63,111.0	63,111.0	**$757,332**
5807	IT Services - Professional and Consulting Services	5,501.4	5,501.4	5,501.4	5,501.4	5,501.4	5,501.4	5,501.4	5,501.4	5,501.4	5,501.4	5,501.4	5,501.4	**$66,017**
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5811	Administrative Services Fee	$97,493	$133,126	$334,252	$162,655	$169,050	$189,691	$385,045	$166,014	$298,022	$139,140	$162,696	$325,053	**$2,562,237**
5812	District Oversight Fee	$5,909	$7,693	$10,399	$10,399	$10,399	$10,399	$10,399	$10,597	$9,012	$9,012	$9,012	$9,012	**$112,240**
5813	LACOE Fees	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5814	SELPA Fees	$14,720	$29,441	$24,534	$24,534	$24,534	$24,534	$24,534	$26,169	$13,085	$13,085	$13,085	$13,085	**$245,338**
5815	Rent Equalization Fee(Credit)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5817	Other taxes and fees	309.7	309.7	309.7	309.7	309.7	309.7	309.7	309.7	309.7	309.7	309.7	309.7	**$3,717**
5821	Professional Development Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5822	Temporary Administrative Support	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5831	Food or Catering Services	14,871.5	14,871.5	14,871.5	14,871.5	14,871.5	14,871.5	14,871.5	14,871.5	14,871.5	14,871.5	14,871.5	14,871.5	**$178,458**
5832	Entrance Fees	668.7	668.7	668.7	668.7	668.7	668.7	668.7	668.7	668.7	668.7	668.7	668.7	**$8,025**
5833	Transportation Services	6,762.1	6,762.1	6,762.1	6,762.1	6,762.1	6,762.1	6,762.1	6,762.1	6,762.1	6,762.1	6,762.1	6,762.1	**$81,146**
5834	Software - Operating	13,088.3	13,088.3	13,088.3	13,088.3	13,088.3	13,088.3	13,088.3	13,088.3	13,088.3	13,088.3	13,088.3	13,088.3	**$157,060**
5835	Printing - General	946.1	946.1	946.1	946.1	946.1	946.1	946.1	946.1	946.1	946.1	946.1	946.1	**$11,353**
5840	Scholarship Expense	200.7	200.7	200.7	200.7	200.7	200.7	200.7	200.7	200.7	200.7	200.7	200.7	**$2,409**
5841	Mentorship Program Awards	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5842	Relocation	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5899	Pledge Write Off	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Professional Services and Opering Exp.	$249,568	$301,705	$500,630	$329,033	$335,428	$356,069	$551,424	$334,226	$451,564	$292,681	$316,238	$478,595	**$4,497,161**
Communications														
5901	General Communications	7,037.8	7,037.8	7,037.8	7,037.8	7,037.8	7,037.8	7,037.8	7,037.8	7,037.8	7,037.8	7,037.8	7,037.8	**$84,453**
5902	Postage and Shipping	1,266.5	1,266.5	1,266.5	1,266.5	1,266.5	1,266.5	1,266.5	1,266.5	1,266.5	1,266.5	1,266.5	1,266.5	**$15,198**
5903	Job Advertising	680.1	680.1	680.1	680.1	680.1	680.1	680.1	680.1	680.1	680.1	680.1	680.1	**$8,161**
	Total Communications	$8,984	$8,984	$8,984	$8,984	$8,984	$8,984	$8,984	$8,984	$8,984	$8,984	$8,984	$8,984	**$107,812**
Depreciation														
6900	Depreciation Expense	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	**$420,356**
	Total depreciation	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$420,356
Interest														
7438	Interest Expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total interest	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Expenses		**$1,118,896**	**$1,717,015**	**$1,942,591**	**$1,770,993**	**$1,777,388**	**$1,798,030**	**$1,993,384**	**$1,776,187**	**$1,893,524**	**$1,734,642**	**$1,758,198**	**$1,913,109**	**$21,193,955**
Monthly Surplus (Deficit)		**($302,885)**	**($603,438)**	**$847,041**	**($411,650)**	**($365,378)**	**($214,318)**	**$1,218,279**	**($390,093)**	**$592,324**	**($571,572)**	**($398,204)**	**$802,038**	**$202,143**
Net Asset Reserves		**$14,014,455**	**$13,411,017**	**$14,258,058**	**$13,846,408**	**$13,481,030**	**$13,266,711**	**$14,484,990**	**$14,094,897**	**$14,687,221**	**$14,115,649**	**$13,717,445**	**$14,519,483**	**$14,519,483**

Gertz-Ressler High School/Richar-Merkin Complex

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Total
Cash Flow Adjustments													
Monthly Surplus (Deficit)	($302,885)	($603,438)	$847,041	($411,650)	($365,378)	($214,318)	$1,218,279	($390,093)	$592,324	($571,572)	($398,204)	$802,038	**$202,143**
Cash flows from operating activities:													
Depreciation/amortization	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	$35,030	**$420,356**
Public funding receivables, net	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Grants, contributions and pledges receivable, net	($946)	($1,182)	($1,182)	($1,064)	($828)	($709)	($709)	($591)	($473)	($946)	($1,182)	($2,010)	**($11,822)**
Due to/from related parties	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Prepaid expenses	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	**$101,872**
Deferred Rent Receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Other assets	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Accounts payable and accrued expenses	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Accrued Admin. Svc. Fee	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Deferred Rent	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**($260,311)**	**($561,101)**	**$889,378**	**($369,195)**	**($322,686)**	**($171,509)**	**$1,261,089**	**($347,165)**	**$635,370**	**($528,998)**	**($355,867)**	**$843,547**	$712,550
Cash flows from investing activities:													
Purchases of property and equipment (Non-E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Purchases of property and equipment (E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Notes receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	$0
Cash flows from financing activities:													
Principal payments of debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Proceeds from long-term debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Payments on capital lease obligation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Assets limited as to use	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	$0
Total Change in Cash	**($260,311)**	**($561,101)**	**$889,378**	**($369,195)**	**($322,686)**	**($171,509)**	**$1,261,089**	**($347,165)**	**$635,370**	**($528,998)**	**($355,867)**	**$843,547**	**$712,550**
Cash, Beginning of Period	$7,255,868	$6,995,557	$6,434,456	$7,323,834	$6,954,639	$6,631,952	$6,460,444	$7,721,533	$7,374,367	$8,009,737	$7,480,739	$7,124,872	$7,255,868
Cash, End of Period	**$6,995,557**	**$6,434,456**	**$7,323,834**	**$6,954,639**	**$6,631,952**	**$6,460,444**	**$7,721,533**	**$7,374,367**	**$8,009,737**	**$7,480,739**	**$7,124,872**	**$7,968,419**	**$7,968,419**
Cash Reserves % of Budgeted Cash Expenses	*34%*	*31%*	*35%*	*33%*	*32%*	*31%*	*37%*	*35%*	*39%*	*36%*	*34%*	*38%*	*38%*

Los Angeles Unified School District

Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Updated August 11, 2020

LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division
333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017
213-241-0399

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Federal, State and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Dear Applicants:

On the following pages, you will find the "Federal, State, and District Required Language" ("FSDRL") that must be included in a comprehensive independent charter school petition.*****

Please follow the instructions below:

- ❒ Check the Charter Schools Division website (http://charterschools.lausd.net) to ensure that this document is the current version of the FSDRL, as it may be changed from time to time.

- ❒ Provide the "Assurances, Affirmations, and Declarations" page (the first two pages of the FSDRL) at the beginning of the petition, immediately after the table of contents.

- ❒ Place the FSDRL for each Element at the beginning of the Element under the Element heading. Use the Element headings provided in the FSDRL, including the statutory language for each Element.

- ❒ Highlight all FSDRL in gray, as shown here, to facilitate easy identification of the FSDRL within the petition. Do not highlight any other text in gray.

- ❒ On the "Assurances, Affirmations, and Declarations" page, replace "[Charter School]" with the name of the proposed charter school and replace "[short form of school name]" with an appropriate identifier.

- ❒ **Do not add, delete, or change any provision of the FSDRL other than the instruction above.**

- ❒ **Ensure that all other provisions in the charter petition do not duplicate and are otherwise consistent with the provisions of the FSDRL.**

***NOTE: Public School Choice (PSC) charter schools seeking renewal must include in their renewal petitions the PSC-specific version of the FSDRL. Other charter schools, such as conversion independent and non-classroom based charter schools, may be required to include context-specific FSDRL as well.**

Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as "[short form of school name]" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 – The Educational Program

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 47605(c)(5)(A)(i).)**

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." **(Ed. Code § 47605(c)(5)(A)(ii).)**

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." **(Ed. Code § 47605(c)(5)(A)(iii).)**

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on

sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard Engish Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place

to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special EducationPolicies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(c)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued

enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall rquire all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and dettraermined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual,

transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner,

neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

***"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."* (Ed. Code § 47605(c)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services

to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily

removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." **(Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or

within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail,

or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School Name]
[Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

   Director/Principal
   [Charter School]
   [Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15)

business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the

Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district,

enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation

undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as

other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

    (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

    (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

    (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

    (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an

appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles

Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificatesof insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission

of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

Return to Order of Business

TAB 26

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-162-24/25, **Version:** 1

Approval of the Proposed Material Revision for Alliance Ouichi-O'Donovan 6-12 Complex
January 14, 2025
Charter Schools Division

Action Proposed:
Approve the material revision of the charter for Alliance Ouchi-O'Donovan 6-12 Complex ("Charter School"), to add an additional site within the community, as defined in the LAUSD Policy and Procedures for Charter Schools. The proposed additional site is located at 2516 and 2560 W. 54th Street, Los Angeles, CA 90043 in Board District 1 and Region South. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance Ouchi-O'Donovan 6-12 Complex is a 6-12 span school currently serving 995 students on a private facility at 5356 S. 5th Avenue, Los Angeles, CA, 90043 in Board District 1 and Region South. Alliance Ouchi-O'Donovan 6-12 Complex was approved by the LAUSD Board of Education on March 7, 2006. On September 25, 2018, the charter school was renewed for another five-year term to serve up to 1,015 students in grades 6-12.

On September 17, 2024, the Charter Schools Division commenced processing of Alliance Ouchi-O'Donovan 6-12 Complex's complete material revision. Alliance Ouchi-O'Donovan 6-12 Complex seeks to revise its current charter, which expires June 30, 2027.

Based on a comprehensive review of the material revision application and supporting documentation, staff has determined that the charter school has met the standards and criteria set forth in Education Code section 47605 (see Ed. Code, §47607(b)) and therefore recommends approval of the material revision of the charter.

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, and local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the material revision of the charter, Charter School would continue to operate as a charter school, as amended, for the remainder of the charter term.

"No" - If the Board does not adopt the recommendation of approval of the material revision of the charter, and instead takes specific action to deny the proposed material revision of the charter, Charter School would continue to operate under the terms of its current charter consistently with the Board's action and direction.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's request for material revision of the charter and its record of performance, staff has determined that Charter School has met the requirements for approval of the material revision.

Equity Impact:
Not applicable

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda as consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance Ouchi-O'Donovan 6-12 Complex Data Set
Attachment C - Material Revision

Budget will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1ShTdMysoq_o4L5g4mo7k3j24JHe5RMD8?usp=drive_link>

Informatives:
Not applicable

Submitted:
12/10/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

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ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
REQUEST FOR MATERIAL REVISION OF CHARTER

Board of Education Report 162-24/25
January 14, 2025

School Name:	**Alliance Ouchi-O'Donovan 6-12 Complex**		
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**8825**		
Type of Site(s):	**Private**		
Site Address(es):	**5356 S. 5th Avenue, Los Angeles, CA 90043**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**6-12**	Current Enrollment:	**995**
Grade Levels Authorized in Current Charter:	**6-12**	Approved Enrollment in Current Charter:	**1,015**
CONSIDERATION:	**Material Revision to add an additional site**		
CDE PERFORMANCE LEVEL: (PER CDE'S 2024 CLASSIFICATION)	**Middle Performing**		
CURRENT CHARTER TERM	**2019-2027**		
STAFF RECOMMENDATION:	**Approval**		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the proposed material revision of the charter for Alliance Ouchi-O'Donovan 6-12 Complex ("Ouchi-O'Donovan" or "Charter School"), a 6-12 span school located in Board District 1 and Region South, to add an additional site within the community, as defined in the *LAUSD Policy and Procedures for Charter Schools*. The proposed additional site is located on adjacent parcels at 2516 and 2560 W. 54th Street, Los Angeles, CA 90043 in Board District 1 and Region South.

Alliance College-Ready Public Schools, the California nonprofit public benefit corporation that holds the charter under the ultimate direction of the board of directors, seeks the proposed additional site to construct a facility to house a gym and multipurpose space.

II. STANDARDS AND CRITERIA FOR MATERIAL REVISIONS

Material revisions are governed by the same standards and criteria that apply to new petitions (See Ed. Code, §§47605 and 47607). If the material revision contains a request to expand to one or more additional sites, or to add grade levels, staff must also determine whether the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (See Ed. Code, § 47605(c)(7); Ed. Code, § 47607(a)(3) and (4)), and whether LAUSD is positioned to absorb the fiscal impact of the charter school expansion. (See Ed. Code, § 47605(c)(8); Ed. Code § 47607(a)(3) and (4).) Based on a comprehensive review of the material revision application, staff has determined that the charter school has met the standards

and criteria for approval [described in Education Code section 47605] or were determined not to be a basis for denial of the material revision application. Staff analysis includes the following:

- Does the petition, as revised, include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?
  These criteria have been determined not to be bases for denial.

- 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.

- Is the proposed charter school demonstrably likely to serve the interests of the entire community in which the school is proposing to locate? (Ed. Code, § 47605(c)(7).)
  Not Applicable

- Is the school district positioned to absorb the fiscal impact of the proposed charter school? (Ed. Code, § 47605(c)(8).)
  Not Applicable

III. GENERAL SCHOOL INFORMATION

A. Charter Details

	Alliance Ouchi-O'Donovan 6-12 Complex
Initial Authorization:	On March 7, 2006, Alliance Ouchi-O'Donovan 6-12 Complex (formerly named Alliance William and Carol Ouchi High School; formerly named College Ready Academy High School No. 6) was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12.
Most Recent Renewal	The charter was renewed on September 25, 2018 for a five-year term (July 1, 2019- June 30, 2024) to serve up to 1,015 students in grades 6-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Ouchi-O'Donovan 6-12 Complex expires June 30, 2027.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 12, 2019, to amend the corporate structure and governance model.
Board Benchmarks in Current Charter Term:	On September 25, 2018, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Alliance Ouchi-O'Donovan 6-12 Complex: 1. The school will demonstrate an ongoing increase in the percentage of "English Learners" who score Met or Exceeded

	Alliance Ouchi-O'Donovan 6-12 Complex
Board Benchmarks in Current Charter Term:	performance standards in English Language Arts (ELA) as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar School's Medians by the end of the charter term. 2. The school will demonstrate an ongoing increase in the percentage of "English Learners" who score Met or Exceeded performance standards in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar School's Medians by the end of the charter term. 3. The school will demonstrate an ongoing increase in the percentage of "Students with Disabilities" who score Met or Exceeded performance standards in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar School's Medians by the end of the charter term. Please see the "Additional Information" section below.
Material Revision Application:	The processing of Alliance Ouchi-O'Donovan 6-12 Complex complete material revision application commenced on September 17, 2024. Pursuant to the *LAUSD Policy and Procedures for Charter Schools*, the 120-day timeline (for presenting the material revision once processing commences) runs through January 14, 2025.
Master Plan for English Learners and Standard English Learners:	Alliance Ouchi-O'Donovan 6-12 Complex implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance Ouchi-O'Donovan 6-12 Complex participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance Ouchi-O'Donovan 6-12 Complex is operated by Alliance College-Ready Public Schools, a California nonprofit public benefit corporation that also operates 22 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Alliance Ouchi-O'Donovan 6-12 Complex has been identified by the state as a Middle performing charter school. Please see discussion of the charter school's record of academic performance below.

Please see the attached *Alliance Ouchi-O'Donovan 6-12 Complex* Data Set.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels 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.

Alliance Ouchi-O'Donovan 6-12 Complex Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Very Low	Medium	Not available	High	Very High	Medium
2022-2023	Orange	Red	Green	Medium	Red	Blue	Green
2023-2024	Yellow	Yellow	Orange	Orange	Red	Blue	Orange

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3) and CA School Dashboard

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and lower than the state for all four numerically significant student groups. In 2023 in ELA, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and lower than the state for four of six numerically significant student groups.

In order to improve outcomes in ELA for all students, school leaders report taking actions including, but not limited to, providing weekly feedback on lesson plans, analyzing student work to identify and address misconceptions in a reteach plan, and implementing a variety of assessments to monitor student progress.

Alliance Ouchi-O'Donovan 6-12 Complex - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-44.0**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-43.8	Low	-38.6	Lower
English Learner	Met	Very Low	-95.9	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-44.1	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-132.5	Very Low	-97.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Ouchi-O'Donovan 6-12 Complex - English Language Arts Indicator - 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**	**-51.6**	**-7.6**	**Orange**	**-13.6**	**Lower**
Black or African American	Met	No Performance Color	-104.2	-58.5	Orange	-59.6	Lower
Latino	Met	Orange	-48.2	-4.4	Orange	-40.2	Lower
English Learner	Met	Orange	-90.2	5.7	Orange	-67.7	Lower

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	Met	Orange	-52.5	-8.4	Orange	-42.6	Lower
Students with Disabilities	Met	Orange	-128.8	3.7	Red	-96.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Ouchi-O'Donovan 6-12 Complex - English Language Arts Indicator - 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**	**Yellow**	**-25.9**	**25.6**	**Orange**	**-13.2**	**Lower**
Black or African American	Met	Orange	-74.9	29.3	Orange	-58.9	Lower
Latino	Met	Yellow	-21.4	26.8	Orange	-39.3	Higher
English Learner	Met	Orange	-76.5	13.7	Orange	-67.6	Lower
Long-Term English Learner	Met	Red	-111.2	1.9	Red	-109.6	Lower
Socioeconomically Disadvantaged	Met	Yellow	-28.2	24.3	Orange	-40.9	Higher
Students with Disabilities	Met	Orange	-115.6	13.2	Red	-95.6	Lower

Data Source: CA School Dashboard

d. Math Indicator

In 2022 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups. In 2023 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for three of six student groups.

In order to improve outcomes in Math for all students, school leaders report taking actions including, but not limited to, offering biweekly coaching cycles for Math teachers, implementing strategies to make academic language more accessible, and using diagnostic assessments to guide CAASPP Math preparation lessons.

Alliance Ouchi-O'Donovan 6-12 Complex - 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**	**-106.2**	**Low**	**-51.7**	**Lower**
Latino	Met	Very Low	-104.9	Low	-83.4	Lower
English Learner	Met	Very Low	-138.4	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-107.3	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-178.3	Very Low	-130.8	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Ouchi-O'Donovan 6-12 Complex - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Red**	**-109.4**	**-3.1**	**Orange**	**-49.1**	**Lower**
Black or African American	Met	No Performance Color	-135.1	-5.9	Red	-104.5	Lower
Latino	Met	Red	-107.7	-2.8	Orange	-80.8	Lower
English Learner	Met	Red	-137.8	0.7	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Red	-109.7	-2.4	Yellow	-80.8	Lower
Students with Disabilities	Met	Orange	-160.8	17.5	Orange	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Ouchi-O'Donovan 6-12 Complex - 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**	**Yellow**	**-75.3**	**34.0**	**Orange**	**-47.6**	**Lower**
Black or African American	Met	Orange	-129.2	5.9	Red	-102.2	Lower
Latino	Met	Yellow	-70.3	37.4	Orange	-79.2	Higher
English Learner	Met	Orange	-117.9	19.8	Orange	-93.4	Lower
Long-Term English Learner	Met	Orange	-146.8	19.2	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-76.8	33.0	Orange	-78.2	Higher
Students with Disabilities	Met	Red	-169.4	-8.7	Red	-124.3	Lower

Data Source: CA School Dashboard

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Medium was the same as the state's Status Level of Medium. The charter school's English Learner Progress Rate was lower than the state's rate. In 2023 on the ELPI, the charter school's performance color of Green was higher than the state's color of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate. In 2024 on the ELPI, the charter school's performance color of Orange was the same as the state's color of Orange. However, the charter school's English Learner Progress Rate was higher than the state's rate.

Alliance Ouchi-O'Donovan 6-12 Complex - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	47.2%	Medium	50.3%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Ouchi-O'Donovan 6-12 Complex - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	53.1%	5.8%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Ouchi-O'Donovan 6-12 Complex - 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	---	Orange	48.2%	-4.8%	Orange	45.7%	Higher
Long-Term English Learners	---	Orange	45.5%	-6.7%	Orange	45.8%	Lower

Data Source: CA School Dashboard
--- As of the writing of this report, the 2024 Dashboard Participation Rate has not been publicly released

f. College/Career Indicator

The College/Career Academic Indicator was not reported on the 2022 Dashboard. In 2023, the charter school's Status Level of Medium for All Students, was the same as the state's Status Level of Medium. However, the charter school's percentage of students prepared was higher than the state for all numerically significant student groups. In 2024, the charter school's performance color of Orange for All Students, was lower than the state's performance color of Yellow. However, the charter school's percentage of students prepared was higher than the state for All Students, and all numerically significant student groups.

Alliance Ouchi-O'Donovan 6-12 Complex - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**Medium**	**50.0%**	**Medium**	**43.9%**	**Higher**
Latino	Medium	51.2%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	Medium	49.6%	Medium	35.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Ouchi-O'Donovan 6-12 Complex - College/Career Indicator - 2023-2024

Student Group	Charter Color	Charter Prepared	State Color	State Prepared	Charter to State Comparison
All Students	**Orange**	**45.7%**	**Yellow**	**45.3%**	**Higher**
Latino	Orange	47.4%	Yellow	37.4%	Higher
Socioeconomically Disadvantaged	Orange	45.7%	Yellow	37.4%	Higher

Data Source: CA School Dashboard

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and lower than the state for all numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic

absenteeism was higher than the state for All Students, and for three of six numerically significant student groups.

h. Graduation Indicator [HS only]
In 2022, 2023, and 2024, the charter school's percentage of graduated students was higher than the state for All Students, and for all numerically significant student groups. Ouchi-O'Donovan students must meet A-G requirements with a grade of "C" or better to graduate.

i. Suspension Rate Indicator
In 2022, the charter school's percentage of students suspended at least once was higher than the state for All Students, and for four out of five numerically significant student groups. In 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups. In 2024, the charter school's percentage of students suspended at least once was higher than the state for All Students, and for three of six numerically significant student groups.

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 2024.

k. Reclassification Rates
As of the writing of this report, reclassification data for 2021-2022 and 2022-2023 have not been published by the state.

l. Internal Assessment Data
Charter School did not provide internal assessment data for consideration.

m. Additional Information
As noted above, Ouchi-O'Donovan has three (3) academic benchmarks in its current term. Please note that although the benchmarks in the current term reference similar schools, California no longer uses any form of similar school rankings for assessment or accountability.

Benchmark 1: The school will demonstrate an ongoing increase in the percentage of "English Learners" who score Met or Exceeded performance standards in English Language Arts (ELA) as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar School's Medians by the end of the charter term.

Benchmark 1 was met based on the available data for each year. Due to the suspension of CAASPP testing in response to the COVID-19 pandemic, the CAASPP Met/Exceeded rate in ELA for Charter School's English Learner student group is not available for the 2019-2020 or 2020-2021 school years. Accordingly, change in the Met/Exceeded rate cannot be assessed for 2021-2022. However, the English Learner student group's CAASPP Met/Exceeded rate in ELA increased from 1.67% in 2021-2022 to 4.35% in 2022-2023, and increased again to 6.60% in 2023-2024. Charter School's English Learner student group's ELA performance was higher than the English Learner RSM for all three years for which data is available (2021-2022, 2022-2023, and 2023-2024). The table below includes detailed data relating to this benchmark:

Alliance Ouchi-O'Donovan 6-12 Complex ELA – English Learner Student Group					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Met/Exceeded Rate	Not available	Not available	1.67%	4.35%	6.60%
RSM	Not available	Not available	0.00%	0.00%	1.67%
Benchmark Status	Not available	Not available	Met	Met	Met

2019-2020 and 2020-2021 CAASPP data are not available due to the suspension of CAASPP testing during the COVID-19 pandemic.

Benchmark 2: The school will demonstrate an ongoing increase in the percentage of "English Learners" who score Met or Exceeded performance standards in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar School's Medians by the end of the charter term.

Benchmark 2 was met in only one year (2023-2024) based on the available data for each year. Due to the suspension of CAASPP testing in response to the COVID-19 pandemic, the CAASPP Met/Exceeded rate in Math for Charter School's English Learner student group is not available for the 2019-2020 or 2020-2021 school years. Accordingly, change in the Met/Exceeded rate cannot be assessed for 2021-2022. The English Learner student group's CAASPP Met/Exceeded rate in Math was 0.00% in 2021-2022 and 2022-2023, but increased to 2.61% in 2023-2024. Charter School's English Learner students' Math performance was equal to the English Learner RSM for 2021-2022 and 2022-2023, but higher than the RSM for 2023-2024. The table below includes detailed data relating to this benchmark:

Alliance Ouchi-O'Donovan 6-12 Complex Math – English Learner Student Group					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Met/Exceeded Rate	Not available	Not available	0.00%	0.00%	2.61%
RSM	Not available	Not available	0.00%	0.00%	0.00%
Benchmark Status	Not available	Not available	Not Met	Not Met	Met

2019-2020 and 2020-2021 CAASPP data are not available due to the suspension of CAASPP testing during the COVID-19 pandemic.

Benchmark 3: The school will demonstrate an ongoing increase in the percentage of "Students with Disabilities" who score Met or Exceeded performance standards in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar School's Medians by the end of the charter term.

Benchmark 3 was met in only one year (2022-2023) based on the available data for each year. Due to the suspension of CAASPP testing in response to the COVID-19 pandemic, the CAASPP Met/Exceeded rate in Math for Charter School's Students with Disabilities (SWD) student group is not available for the 2019-2020 or 2020-2021 school years. Accordingly, change in the Met/Exceeded rate cannot be assessed for 2021-2022. The SWD student group's CAASPP Met/Exceeded rate in Math increased from 0.00% in 2021-2022 to 7.27% in 2022-2023, but decreased to 3.64% in 2023-2024. The school's SWD student group's Math performance was equal to the SWD RSM for 2021-2022, but higher than the SWD RSM in 2022-2023 and 2023-2024. The table below includes detailed data relating to this benchmark:

Alliance Ouchi-O'Donovan 6-12 Complex Math – Students with Disabilities Student Group					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Met/Exceeded Rate	Not available	Not available	0.00%	7.27%	3.64%
RSM	Not available	Not available	0.00%	0.00%	1.23%
Benchmark Status	Not available	Not available	Not Met	Met	Not Met

2019-2020 and 2020-2021 CAASPP data are not available due to the suspension of CAASPP testing during the COVID-19 pandemic.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT 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 Alliance Ouchi-O'Donovan 6-12 Complex's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	*Developing*
2023-2024	*Developing*
Concerns	The rating of Developing in 2022-2023 and 2023-2024 were due to a majority of reported indicators that were rated at a "2" or "1."

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	*Unsatisfactory*
2023-2024	*Proficient*
Concerns	The rating of Unsatisfactory in 2022-2023 was a result of Charter School's failure to obtain appropriate criminal background clearance for a single employee prior to employment, in addition to Alliance College-Ready Public Schools' failure to conduct child abuse-mandated reporter training for two non-school-based staff members within the requisite timelines pursuant to applicable law.

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance Ouchi-O'Donovan 6-12 Complex's fiscal condition has been positive since the 2019-2020 fiscal year.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	$12,386,889	$14,483,416	$15,142,210	$15,684,860	$15,015,075
Net Income/Loss	($165,027) [1]	$2,094,066 [2]	$658,794	$542,650	($669,785)[5]
Transfers In/Out	($4,322) [3]	$2,461 [4]	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	988	993	986	981	968

[1] According to Alliance College-Ready Public Schools (ACRPS), the school operated at a deficit in Fiscal Year 2019-2020 primarily due to a lower-than-expected student enrollment.

[2] The significant improved operating result in Fiscal Year 2020-2021 was due to a combination of increased revenues of $1,246,187, as a result of one-time federal COVID-19 related funding, and decreased expenditures of $1,012,906, largely attributable to student absenteeism.

[3] The money transferred out of ($4,322) during Fiscal Year 2019-2020 represented the school's return to the State of unused Proposition 39 funds that were part of green energy project funds that were not expended on the funded projects.

[4] The money transferred in of $2,461 during Fiscal Year 2020-2021 represented an adjustment for the remaining child nutrition fund balances held by the closed schools of Alliance Baxter College-Ready High and Alliance College-Ready Middle Academy 5 which were transferred to the remaining ACRPS schools.

[5] According to ACRPS, the projected net loss of ($669,785) for FY 2023-2024, as reflected in the Unaudited Actuals, was largely driven by higher-than-anticipated expenditures, including substitute teaching services, repairs and maintenance, custodial services, and security services.

b. 2022-2023 Independent Audit Report

Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information

The 3-year budget and cash flow projections submitted with the material revision reflect positive net assets and a net loss for Fiscal Year 2024-2025 of ($231,315) due to the transition from substantial one-time COVID-related support to sustainable operations under recurring funding. Ouchi O'Donovan's submitted budget and cash flow projections account for costs associated with the proposed facility. Despite these expenditures, the school projects positive net operating results, positive net assets, and cash reserve levels above the recommended 5% minimum for the remaining years of the current charter term (Fiscal Years 2025-2026 and 2026-2027).

The financial condition of the charter operator is summarized in the table below.

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
23	23	$227,266,280	$ 29,991,297	$62,148,170	$11,189,771

ATTACHMENT B

Alliance Ouchi-O'Donovan 6-12 Complex

Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
S	1	8825	Alliance Ouchi-O'Donovan 6-12 Complex	All Students	514	-44.0	Low	-12.2	Low	Lower	534	Orange	-51.6	-7.6	Declined	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	0	--	--	63	Very High	--	0	--	--	--	--	Blue	61.8	-1.2	Maintained	--
				Black or African American	22	-45.6	No Performance Level	-57.7	Low	--	32	No Color	-104.2	-58.5	Declined Significantly	Orange	-59.6	-2	Maintained	Lower
				English Learner	185	-95.9	Very Low	-61.2	Low	Lower	194	Orange	-90.2	5.7	Increased	Orange	-67.7	-6.5	Declined	Lower
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	489	-43.8	Low	-38.6	Low	Lower	500	Orange	-48.2	-4.4	Declined	Orange	-40.2	-1.7	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	497	-44.1	Low	-41.4	Low	Lower	525	Orange	-52.5	-8.4	Declined	Orange	-42.6	-1.2	Maintained	Lower
				Students with Disabilities	47	-132.5	Very Low	-97.3	Very Low	Lower	56	Orange	-128.8	3.7	Increased	Red	-96.3	1.8	Maintained	Lower
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	21.9	High	--	0	--	--	--	--	Green	20.8	-1.2	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

ELA Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%	--	--	96%	98%	--	100%	100%	99%	--	99%	96%	--	100%
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	100%	--	--	100%	100%	--	100%	100%	100%	--	100%	100%	--	--
Participation Rate Met 2023	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

Alliance Ouchi-O'Donovan 6-12 Complex

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.
Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
S	1	8825	Alliance Ouchi-O'Donovan 6-12 Complex	All Students	512	-106.2	Very Low	-51.7	Low	Lower	534	Red	-109.4	-3.1	Declined	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	0	--	--	48.4	Very High	--	0	--	--	--	--	Blue	50.8	2.3	Maintained	--
				Black or African American	20	-129.2	No Performance Level	-106.9	Very Low	--	32	No Color	-135.1	-5.9	Declined	Red	-104.5	2.6	Maintained	Lower
				English Learner	188	-138.4	Very Low	-92.0	Low	Lower	194	Red	-137.8	0.7	Maintained	Orange	-93.4	-1.4	Maintained	Lower
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	489	-104.9	Very Low	-83.4	Low	Lower	500	Red	-107.7	-2.8	Maintained	Orange	-80.8	2.6	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	495	-107.3	Very Low	-84.0	Low	Lower	525	Red	-109.7	-2.4	Maintained	Yellow	-80.8	3.2	Increased	Lower
				Students with Disabilities	49	-178.3	Very Low	-130.8	Very Low	Lower	56	Orange	-160.8	17.5	Increased Significantly	Orange	-127.3	5.5	Increased	Lower
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-13.4	Medium	--	0	--	--	--	--	Yellow	-11.1	2.3	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%	--	--	96%	100%	--	83%	100%	99%	--	99%	100%	--	100%
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	No	Yes	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	100%	--	--	100%	100%	--	100%	100%	100%	--	100%	100%	--	--
Participation Rate Met 2023	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files 2023

Alliance Ouchi-O'Donovan 6-12 Complex

English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator - CA School Dashboard Indicator

					2022 School			2022 State			2023 School					2023 State				
RG	BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
S	1	8825	Alliance Ouchi-O'Donovan 6-12 Complex	English Learner	180	47.2%	Medium	50.3%	Medium	Lower	196	Green	53.1%	5.8%	Increased	Yellow	48.7%	-1.6%	Maintained	Higher

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

ELPAC Participation

Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation Rate Met
2022	188	185	98.4%	Yes
2023	203	202	100.0%	Yes

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

2022 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
Alliance Ouchi-O'Donovan 6-12 Complex		State
ELs Who Progressed at Least One ELPI Level	46.7%	47.5%
ELs Who Maintained ELPI Level 4	0.6%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	31.7%	31.4%
ELs Who Decreased at Least One ELPI Level	21.1%	18.3%

2023 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
Alliance Ouchi-O'Donovan 6-12 Complex		State
ELs Who Progressed at Least One ELPI Level	52.3%	46.4%
ELs Who Maintained ELPI Level 4	0.5%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	30.8%	32.7%
ELs Who Decreased at Least One ELPI Level	16.4%	18.6%

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Data Sources: California School Dashboard Research data files 2023

Alliance Ouchi-O'Donovan 6-12 Complex

Academic Performance - College / Career

Graduates who meet specific College/Career Indicator (CCI) "prepared" criteria are include in the calculations of the CCI rate. For the 2023 Dashboard, the CCI will report the most current year data or "Status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator - CA School Dashboard Indicator

RG	BD	Loc Code	School	Student Group	Number of Students with Scores	School 2023 percentage of prepared students	School 2023 Status Level	State 2023 percentage of prepared students	State 2023 Status Level	School to State CCI Comparison
S	1	8825	Alliance Ouchi-O'Donovan 6-12 Complex	All Students	130	50.0%	Medium	43.9%	Medium	Higher
				American Indian or Alaska Native	0	--	--	26.5%	Low	--
				Asian	0	--	--	75.8%	Very High	--
				Black or African American	*	--	No Status Level	25.1%	Low	--
				English Learner	22	13.6%	Low	15.3%	Low	--
				Filipino	0	--	--	65.2%	High	--
				Foster Youth	0	--	--	11.6%	Low	--
				Homeless Youth	*	--	No Status Level	20.4%	Low	--
				Latino	123	51.2%	Medium	35.5%	Medium	Higher
				Native Hawaiian or Pacific Islander	0	--	--	33.1%	Low	--
				Socioeconomically Disadvantaged	129	49.6%	Medium	35.4%	Medium	Higher
				Students with Disabilities	13	0.0%	Very Low	12.3%	Low	--
				Two or More Races	0	--	--	52.9%	Medium	--
				White	*	--	No Status Level	53.2%	Medium	--

Data Sources: California School Dashboard Research data files 2023.

Alliance Ouchi-O'Donovan 6-12 Complex

Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
S	1	8825	Alliance Ouchi-O'Donovan 6-12 Complex	All Students	421	13.5%	High	30.0%	Very High	Lower	431	Red	17.2%	3.6%	Increased Significantly	Yellow	24.3%	-5.7	Declined Significantly	Lower
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	0	--	--	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	23	13.0%	No Performance Level	42.9%	Very High	--	34	No Color	32.4%	19.3%	Increased	Yellow	36.4%	-6.5	Declined Significantly	Lower
				English Learner	121	19.8%	High	33.6%	Very High	Lower	133	Yellow	18.8%	-1.0%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Lower
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	396	13.6%	High	35.8%	Very High	Lower	393	Orange	15.8%	2.1%	Increased	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	400	13.8%	High	37.4%	Very High	Lower	417	Red	17.5%	3.8%	Increased Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	41	24.4%	Very High	39.6%	Very High	Lower	50	Red	24.0%	-0.4%	Maintained	Yellow	33.1%	-6.5	Declined Significantly	Lower
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	0	--	--	21.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Alliance Ouchi-O'Donovan 6-12 Complex

Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
S	1	8825	Alliance Ouchi-O'Donovan 6-12 Complex	All Students	1,011	2.9%	Medium	3.1%	Medium	Lower	1,013	Green	2.2%	-0.7%	Declined	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	48	2.1%	Low	7.9%	High	Lower	60	Orange	6.7%	4.6%	Increased	Red	8.8%	0.9%	Increased	Lower
				English Learner	208	3.4%	Medium	3.2%	Medium	Higher	244	Green	2.0%	-1.3%	Declined	Orange	3.7%	0.5%	Increased	Lower
				Filipino	0	--	--	1.2%	Low	--	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	*	--	No Performance Level	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	959	2.9%	Medium	3.3%	Medium	Lower	946	Green	1.9%	-1.0%	Declined	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	970	2.9%	Medium	4.0%	Medium	Lower	990	Green	2.2%	-0.7%	Declined	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	92	4.3%	Medium	5.4%	High	Lower	105	Green	2.9%	-1.5%	Declined	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Alliance Ouchi-O'Donovan 6-12 Complex

Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2023 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2023) as well as students from the prior cohort (Class of 2022) who graduated in their fifth year of high school in 2022-23. Current and prior year data is compared to see whether a school made improvement (i.e., had a higher rate of graduation in 2023 than it did in 2022) or experienced a decline. Results will fall into one of five levels, ranging from "Increased Significantly" to "Declined Significantly." Combining current year data and its comparison with prior year data, will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of graduated students	School 2022 Status Level	State 2022 Percentage of graduated students	State 2022 Status Level	School to State Graduated Students Comparison	Number of Students	School 2023 Performance Level (color)	School 2023 Percentage of graduated students	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Percentage of graduated students	State 2023 Change	State 2023 Change Level	School to State Graduated Students Comparison
S	1	8825	Alliance Ouchi-O'Donovan 6-12 Complex	All Students	137	98.5%	Very High	87.4%	Medium	Higher	130	Blue	100.0%	1.5%	Increased	Orange	86.4%	1.0%	Declined	Higher
				American Indian or Alaska Native	0	--	--	79.6%	Low	--	0	--	--	--	--	Orange	79.6%	-0.1%	Maintained	--
				Asian	0	--	--	95.2%	Very High	--	0	--	--	--	--	Green	94.5%	-0.7%	Maintained	--
				Black or African American	*	--	No Performance Level	79.5%	Low	--	*	No Color	--	--	No Change Level	Orange	78.5%	1.0%	Declined	--
				English Learner	16	100.0%	No Performance Level	73.3%	Low	--	22	No Color	100.0%	0.0%	Maintained	Orange	73.5%	0.2%	Maintained	--
				Filipino	0	--	--	95.5%	Very High	--	0	--	--	--	--	Green	94.7%	-0.8%	Maintained	--
				Foster Youth	0	--	--	64.1%	Very Low	--	0	--	--	--	--	Red	63.2%	-0.8%	Maintained	--
				Homeless Youth	0	--	--	74.4%	Low	--	*	No Color	--	--	No Change Level	Orange	73.7%	-0.7%	Maintained	--
				Latino	130	99.2%	Very High	85.3%	Medium	Higher	123	Blue	100.0%	0.8%	Maintained	Orange	84.2%	1.0%	Declined	Higher
				Native Hawaiian or Pacific Islander	0	--	--	85.2%	Medium	--	0	--	--	--	--	Yellow	84.6%	-0.7%	Maintained	--
				Socioeconomically Disadvantaged	136	98.5%	Very High	85.1%	Medium	Higher	129	Blue	100.0%	1.5%	Increased	Orange	83.7%	1.4%	Declined	Higher
				Students with Disabilities	16	87.5%	Medium	75.2%	Low	--	13	No Color	100.0%	12.5%	Increased Significantly	Orange	72.7%	2.5%	Declined	--
				Two or More Races	0	--	--	89.6%	Medium	--	0	--	--	--	--	Orange	88.6%	1.0%	Declined	--
				White	0	--	--	90.8%	High	--	*	No Color	--	--	No Change Level	Orange	89.8%	1.0%	Declined	--

Data Sources: California School Dashboard Research data files 2023

Alliance Ouchi-O'Donovan 6-12 Complex

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	1	8825	Alliance Ouchi-O'Donovan 6-12 Complex	970	95.3%	14.5%	0.0%	0.0%	6.8%	18.2%	0.0%	0.3%	0.7%	92.3%	0.0%	0.0%	0.8%	95.7%	11.0%	0.0%	0.1%
			Statewide	5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
			Los Angeles Unified	529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	1	8825	Alliance Ouchi-O'Donovan 6-12 Complex	976	97.6%	17.6%	0.0%	0.0%	5.1%	20.4%	0.0%	0.4%	0.5%	94.1%	0.0%	0.0%	0.6%	98.3%	10.2%	0.0%	0.2%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Alliance Ouchi-O'Donovan 6-12 Complex

RECLASSIFICATION RATES

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
S	1	8825	Alliance Ouchi-O'Donovan 6-12 Complex	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Langauge Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

Note: *Reclassification data for 2021-2022 and 2022-2023 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2021-2022 and 2022-2023 Annual Reclassification (RFEP) Counts and Rates this tab will be updated accordingly.

A double dash "--" means that data is not currently available.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesreclass.asp

Alliance Ouchi-O'Donovan 6-12 Complex

Long-Term English Learners (LTEL) and "At-Risk"

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

					2022-2023				2023-2024			
RG	BD	Loc Code	School	English Learners	School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
S	1	8825	Alliance Ouchi-O'Donovan 6-12 Complex	LTEL 6+ Years	112	16.2%	226,535	11.1%	108	16.2%	211,218	18.1%
				At-Risk 4-5 Years	8	1.2%	144,190	7.1%	4	0.6%	136,190	9.6%
				EL 0-3 Years	4	0.6%	505,487	24.8%	12	1.8%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	75	10.9%	236,323	11.6%	53	8.0%	207,773	10.4%
				EL total	199	28.8%	1,112,535	54.5%	177	26.6%	1,074,833	53.8%
				RFEP	491	71.2%	927,723	45.5%	488	73.4%	924,460	46.2%
				Total (Ever)	690	100.0%	2,040,258	100.0%	665	100.0%	1,999,293	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Alliance Ouchi-O'Donovan 6-12 Complex

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	1	8825	Alliance Ouchi-O'Donovan 6-12 Complex	970	107	11.0%
			Statewide	5,837,690	799,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	1	8825	Alliance Ouchi-O'Donovan 6-12 Complex	976	100	10.2%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	1	8825	Alliance Ouchi-O'Donovan 6-12 Complex	87.9%	12.1%	12	0	0	1	0	0	0	0	7	0	81	6	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	1	8825	Alliance Ouchi-O'Donovan 6-12 Complex	89.0%	11.0%	9	0	0	1	0	0	1	0	8	0	73	8	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID	Intellectual Disability	MD	Multiple Disabilities

Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Alliance Ouchi-O'Donovan 6-12 Complex

Alliance Ouchi-O'Donovan 6-12 Complex - 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)
Black or African American	**Met**	**Orange**	**-74.9**	**29.3**	**Orange**	**-58.9**	**Lower**
All Students	Met	Yellow	-25.9	25.6	Orange	-13.2	Lower
English Learner	Met	Orange	-76.5	13.7	Orange	-67.6	Lower
Latino	Met	Yellow	-21.4	26.8	Orange	-39.3	Higher
Long Term English Learner	Met	Red	-111.2	1.9	Red	-109.6	Lower
Socioeconomically Disadvantaged	Met	Yellow	-28.2	24.3	Orange	-40.9	Higher
Students with Disabilities	Met	Orange	-115.6	13.2	Red	-95.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Ouchi-O'Donovan 6-12 Complex - 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)
Black or African American	**Met**	**Orange**	**-129.2**	**5.9**	**Red**	**-102.2**	**Lower**
All Students	Met	Yellow	-75.3	34.0	Orange	-47.6	Lower
English Learner	Met	Orange	-117.9	19.8	Orange	-93.4	Lower
Latino	Met	Yellow	-70.3	37.4	Orange	-79.2	Higher
Long Term English Learner	Met	Orange	-146.8	19.2	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-76.8	33.0	Orange	-78.2	Higher
Students with Disabilities	Met	Red	-169.4	-8.7	Red	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ATTACHMENT C
MATERIAL REVISION TO CHARTER OF ALLIANCE OUCHI-O'DONOVAN 6-12 COMPLEX

This Material Revision to the Charter of Alliance Ouchi-O'Donovan 6-12 Complex ("Material Revision") is made between the Los Angeles Unified School District ("District" or "LAUSD"), a California public school district, and Alliance College-Ready Public Schools ("ACRPS"), a California non-profit public benefit corporation, operating a California public charter school known as Alliance Ouchi-O'Donovan 6-12 Complex ("Charter School" and/or "Alliance Ouchi-O'Donovan"). District and ACRPS are also referred to individually as "Party," and collectively as "Parties."

This Material Revision is to be read in conjunction with and shall expressly revise the charter of Alliance Ouchi-O'Donovan which was originally authorized by the LAUSD Board of Education ("Board of Education") on **March 7, 2006** and last renewed on September 25, 2018 for a five-year term, from 2019 to 2024 ("Charter") and was set to expire on June 30, 2024. However, Education Code section 47607.4 provides that 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 Charter School expires on **June 30, 2027.**

The effective date of this Material Revision is the date of approval by the Board of Education and shall be implemented starting in the 2025-26 academic school year. This Material Revision is based upon the following factual recitals:

RECITALS

A. **WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, Education Code sections 47600 et seq;

B. **WHEREAS**, as set forth in Education Code section 47607, material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed;

C. **WHEREAS**, the District's Charter Schools Division ("CSD") must determine whether the Charter, as materially revised, would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented;

D. **WHEREAS**, a material revision includes, but is not necessarily limited to, any change that would significantly alter a charter school's mission, vision, educational philosophy, educational program, governance, or organizational structure;

E. **WHEREAS**, as set forth in the Charter, Alliance Ouchi-O'Donovan is currently approved to serve 1,015 students in grades 6-12, and has been operating from a private facility located at 5356 South 5th Avenue, Los Angeles, CA 90043;

F. **WHEREAS**, the Charter School's governing board convened a meeting on September 11, 2024 during which it approved a Board Resolution IV-M ("Resolution") proposing to materially revise the Charter to reflect an additional private site for the Charter School located on adjacent parcels at 2516 and 2560 West 54th Street, Los Angeles, CA, 90043 ("Expansion Space"). The Resolution is attached herewith as **Attachment A** and part of this Material Revision;

G. **WHEREAS**, in the correspondence submitted to the District on or about September 5, 2024 ("September 2024 Correspondence") in support of this Material Revision, the additional site "will house a gym, one additional multipurpose space, and underground parking." The September 2024 Correspondence and its referenced Appendices, is attached and incorporated herewith as **Attachment B** and part of this Material Revision;

H. **WHEREAS**, in the September 2024 Correspondence, Alliance College-Ready Public Schools states that: "On June 6, 2024, the Los Angeles Department of Building and Safety issued a building permit for the Expansion Space. In June 2024, Alliance commenced construction and expects to complete construction on the Expansion Space in Summer 2025 in time for the 2025-26 school year." The City of Los Angeles - Department of Building and Safety Application for Building Permit ("Application for Building Permit") is attached herewith as **Attachment C** and part of this Material Revision;

I. **WHEREAS**, charter schools occupying non-LAUSD facilities must, prior to use, provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency allowing the charter school to use and occupy the site as a charter school for its intended purpose (i.e., applicable grade levels). Charter schools are responsible for ensuring compliance with all applicable building codes, standards, and regulations adopted by the city and/or county agencies with jurisdiction to enforce building and safety standards for the school site, as well as federal and state accessibility requirements, and all other applicable fire, health, and structural safety and access requirements;

J. **WHEREAS**, the District considers a charter school's expansion to one or more additional sites as constituting a material revision pursuant to California law and *LAUSD Policy and Procedures for Charter Schools* ("LAUSD Policy"); and

K. **WHEREAS**, the Parties agree to materially revise the Charter to reflect the changes above, LAUSD Policy and applicable state and federal laws;

NOW, THEREFORE, in consideration of the following terms and conditions, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

MATERIAL REVISION

1. The Parties incorporate the above Recitals as if fully restated in this Material Revision.

2. **Charter School location:** The Charter shall be revised to reflect that the locations for the Charter School are as follows:

- 5356 South 5th Avenue, Los Angeles, CA 90043, and

- 2516 and 2560 West 54th Street, Los Angeles, CA, 90043.

3. **Budget**: All prior budgets and cash flow projections submitted for the Charter School shall be replaced by the Charter School's revised budget(s), financial and cash flow projections incorporated and attached herewith as **Attachment D** and incorporated by reference and part of this Material Revision.

4. **Updated District Required Language**: The Charter shall be revised to update and incorporate the Board of Education approved "Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions updated August 11, 2020", attached herewith as **Attachment E** and incorporated by reference as part of this Material Revision.

5. The Charter School warrants that it is operated by a non-profit corporation in good standing in the State of California.

6. All other provisions set forth in the Charter shall remain in effect and enforceable.

7. The Parties agree that should any of the provisions of this Material Revision be judicially determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

8. The Parties agree to cooperate fully in the execution of any and all other documents and/or additional actions necessary and/or appropriate to give full force and effect to the terms, provisions, and intent of this Material Revision.

9. The individuals signing this Material Revision warrant that they are authorized to do so, and further, that they are authorized to make the promises in this Material Revision on behalf of the respective Parties.

IN WITNESS WHEREOF, the Parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

DATED: December_____, 2024 ALLIANCE COLLEGE-READY PUBLIC SCHOOLS

By: _____

Title: _____

Authorized Representative of Alliance College-Ready Public Schools

DATED: December_____, 2024 LOS ANGELES UNIFIED SCHOOL DISTRICT

By: _____

Title: _____
Authorized Representative of Los Angeles Unified School District

Attachments:

- **A.** ACRPS Board Resolution
- **B.** ACRPS September 2024 Correspondence
- **C.** Application for Building Permit
- **D.** Updated Alliance Ouchi-O'Donovan 6-12 Complex Budget, Financial, and Cash Flow Projections.
- **E.** Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions updated August 11, 2020.

ALLIANCE
College-Ready Public Schools
Where Exceptional is the Rule

RESOLUTION OF THE BOARD OF DIRECTORS
ALLIANCE COLLEGE-READY PUBLIC SCHOOLS
A California Public Benefit Corporation
Board Resolution IV-M

APPROVING SUBMISSION OF CHARTER MATERIAL REVISION

WHEREAS, the Board of Directors (the "Board") of Alliance College-Ready Public Schools ("Alliance"), a nonprofit public benefit corporation operating public charter schools, and which operates Alliance Ouchi-O'Donovan 6-12 Complex ("Ouchi-O'Donovan" or the "Charter School"), finds it in the best interest of the Charter School and in furtherance of its educational and public purposes to submit a material revision of the Ouchi-O'Donovan charter as authorized by the Los Angeles Unified School District (the "District") and provided for in Education Code Section 47607; and

WHEREAS, all Ouchi-O'Donovan students, grades 6-12, currently attend school in the facilities located at 5356 South 5th Avenue, Los Angeles, CA 90043;

WHEREAS, Alliance purchased three adjacent parcels of land located approximately 500 feet from the Charter School's 5356 South 5th Avenue location, at 2516 and 2560 West 54th Street, Los Angeles, CA, 90043, titles to which are held by Alliance, and which real property is designated as Assessor's Parcel Numbers 5006-032-002, 5006-032-003, and 5006-032-004, respectively (the "Expansion Space");

WHEREAS, the Los Angeles Department of Building and Safety issued a building permit for the Expansion Space on June 6, 2024, thereby allowing the Charter School to build a two-story gym, additional multipurpose space, and underground parking for use by the Charter School;

WHEREAS, Alliance had not previously considered the purchase and planned use of the Expansion Space as a new or additional location for purposes of the Charter Schools Act requirement for material revisions;

WHEREAS, the District emailed Alliance on May 29, 2024, regarding the Charter School's planned use of the Expansion Space;

WHEREAS, the District has determined that it will require the Charter School to request a material revision in order for the District to authorize its use of this space;

WHEREAS, although it does not appear that this space triggers the statutory requirements for a material revision, the Board nevertheless desires to conform to the District's requirements.

ALLIANCE College-Ready Public Schools
Where Exceptional is the Rule

NOW THEREFORE, BE IT RESOLVED, that Alliance shall prepare a material revision of the Ouchi-O'Donovan charter for submission to the District, as follows:

1. The Board authorizes and directs the Chief Executive Officer ("CEO") or his designee to prepare and sign the request for a material revision, execute the amendment document, and otherwise act on behalf of Alliance with respect to the material revision application process, and carry out all activities deemed necessary or desirable in that regard.

2. The request for the material revision shall update the Ouchi-O'Donovan charter to include an Appendix entitled "School Facilities," identifying and describing the Expansion Space as an additional space to be used by the Charter School, which is the complete nature and scope of the revision.

SECRETARY'S CERTIFICATE

I, Virgil Roberts, Secretary of the Board of Directors of Alliance College-Ready Public Schools, a California nonprofit public benefit corporation, County of Los Angeles, California, hereby certify as follows:

The attached is a full, true, and correct copy of a resolution duly adopted at a meeting of the Board of Directors, which was duly and regularly held on the 11th day of September, 2024, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolution was adopted by the following vote:

AYES: 6

NOES: 0

ABSTAIN: 0

ABSENT: 1

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this 11th day of September, 2024.

Virgil Roberts

ALLIANCE
College-Ready Public Schools
Where Exceptional is the Rule

Secretary of the Board of Directors of
Alliance College-Ready Public Schools

September 5, 2024

Via Email
jose.cole-gutierrez@lausd.net

José Cole-Gutiérrez, Director
Charter Schools Division
Los Angeles Unified School District
333. S. Beaudry Ave., 20th Floor
Los Angeles, CA 90017

RE: Request for Material Revision of Alliance Ouchi-O'Donovan 6-12 Complex Charter Petition

Dear Director Cole-Gutiérrez:

On behalf of Alliance College-Ready Public Schools ("Alliance"), which operates Alliance Ouchi-O'Donovan 6-12 Complex ("Ouchi-O'Donovan" or the "Charter School"), I am writing to request a revision to the Ouchi-O'Donovan charter petition to include use of a nearby facility for student instructional purposes. A draft Board Resolution authorizing submission of the material revision is included as Attachment A.

The nature and scope of the change associated with this material revision is to include an appendix to the charter titled "School Facilities," which describes an additional space purchased by Alliance located approximately 500 feet from the Charter School's existing location to be utilized for the Charter School's use. Starting with the 2025-26 school year, and pending the approval of the Los Angeles Unified School District ("LAUSD" or the "District"), Ouchi-O'Donovan plans to utilize this additional space as a gym, multipurpose space, and additional parking.

All Ouchi-O'Donovan students, grades 6-12, currently attend school in the facilities located at 5356 South 5th Avenue, Los Angeles, CA 90043. On October 10, 2019, Alliance purchased three adjacent parcels of land located approximately 500 feet from the Charter School's 5356 South 5th Avenue location, at 2516 and 2560 West 54th Street, Los Angeles, CA, 90043, titles to which are held by Alliance, and which real property is designated as Assessor's Parcel Numbers 5006-032-002, 5006-032-003, and 5006-032-004, respectively (the "Expansion Space"). The Expansion Space will house a gym, one additional multipurpose space, and underground parking. On June 6, 2024, the Los Angeles Department of Building and Safety issued a building permit for the Expansion Space. In June 2024, Alliance commenced construction and expects to complete construction on the Expansion Space in Summer 2025 in time for the 2025-26 school year.

On May 29, 2024, the District emailed Alliance regarding the Charter School's use of the Expansion Space. While Ouchi-O'Donovan's planned use of the Expansion Space does not materially change its operations, the District has determined that it will require the Charter School to request a material revision in order for the District to authorize its use of this space. Although it does not appear that this space triggers the statutory requirements to require a material revision, the Board nevertheless desires to conform to the District's requirements.

The requested change is educationally sound. Ouchi-O'Donovan has operated successfully for over eight full school years and its students have earned Color Ratings in English Language Arts on the 2023 California School Dashboard that are equal to or greater than neighboring schools. In addition, on the 2023 California School Dashboard, students at Ouchi-O'Donovan have earned DFS scores in Math that are greater than four out of five neighboring schools. They also earned DFS scores in English Language Arts that are greater than three out of five neighboring schools. We believe the performance of the students at Ouchi-O'Donovan is an indication of the value that this school brings to its community. The Expansion Space will allow the school to continue to live up to the goals of its charter petition to provide scholars with a safe and supportive learning environment that fosters academic excellence, social responsibility and college readiness. Additionally, the Expansion Space will allow the Charter School to create more opportunities where parents and community meet to support the needs of our scholars and parents, which was named as an aim in its charter petition. The Charter School's address will not change, and the Charter School is not seeking to increase its charter enrollment capacity. A copy of the Building Permit for the Expansion Space is attached as Attachment B.

The clear identification and description of each addition and change to the charter petition will consist of the following:

- Page 187: Additional Provisions
    - "For a description of all facilities utilized by the Charter School, please see Appendix A ("School Facilities")."
    - Appendix A will be attached to include a description of the additional spaces utilized by the Charter School.

Alliance looks forward to working with LAUSD to efficiently and timely process this request. Should you have any questions, please do not hesitate to contact me at twilson@laalliance.org.

Sincerely,

Tiffany Wilson
Chief Operating Officer

ATTACHMENT B

5400 S 4th Ave

Permit #: 22010-10000 - 06162

Plan Check #: B22LA25210

Event Code:

Printed: 06/06/24 11:31 AM

985

Bldg-New **GREEN - MANDATORY**
Commercial
Regular Plan Check
Plan Check

City of Los Angeles - Department of Building and Safety

APPLICATION FOR BUILDING PERMIT AND CERTIFICATE OF OCCUPANCY

Issued on 06/06/2024
Last Status: Issued
Status Date: 06/06/2024

1. TRACT	BLOCK	LOT(s)	ARB	COUNTY MAP REF #	PARCEL ID # (PIN #)	2. ASSESSOR PARCEL #
TR 1610		350		M B 20-85	108B189 654	5006 - 032 - 002
TR 1610		351		M B 20-85	108B189 655	5006 - 032 - 003
TR 1610		352		M B 20-85	108B189 656	5006 - 032 - 004
TR 1610		353		M B 20-85	108B189 657	5006 - 032 - 004

3. PARCEL INFORMATION

LADBS Branch Office - LA
Council District - 8
Certified Neighborhood Council - Park Mesa Heights
Census Tract - 2346.00
District Map - 108B189
Energy Zone - 8
Fire District - 2
Thomas Brothers Map Grid - 673-G5
Area Planning Commission - South Los Angeles
Earthquake-Induced Liquefaction Area - Yes
Community Plan Area - West Adams - Baldwin Hills - Leimert
Near Source Zone Distance - 2.3
School Within 500 Foot Radius - YES

ZONES(S): C2-1VL-CPIO

4. DOCUMENTS

ZI - ZI-1231 Specific Plan: South Los Angeles	TNI - Southern Crenshaw	ORD - ORD-171682	CPC - CPC-1983-506
ZI - ZI-2374 State Enterprise Zone: Los Angel	SPA - SOUTH LOS ANGELES ALCOHOL S	ORD - ORD-180103	CPC - CPC-1983-506-SP
ZI - ZI-2468 Community Plan Implementatior	ORD - ORD-162128	ORD - ORD-184794	CPC - CPC-1990-346-CA
ZI - ZI-2498 Local Emergency Temporary Re	ORD - ORD-171681	ORD - ORD-184796-SA1580	CPC - CPC-2006-5567-CPU

5. CHECKLIST ITEMS

Special Inspect - Concrete>2.5ksi	Fabricator Reqd - Shop Welds	Permit Flag - Fire Life Safety by LADBS
Special Inspect - Grade Beam/Caisson	Fabricator Reqd - Structural Steel	Storm Water - LID Project
Special Inspect - Structural Observation	Pilot - Electronic Plan	Std. Work Descr - Seismic Gas Shut Off Valve

6. PROPERTY OWNER, TENANT, APPLICANT INFORMATION

Owner(s):
ALLIANCE OUCHI O DONOVAN 6 12 COMPL 601 FIGUEROA ST 4TH FL LOS ANGELES CA 90017

Tenant:

Applicant: (Relationship: Architect)
Etmny Cornejo - 12345 Ventura Blvd. Ste. H Studio City 91604 (818) 331-7379

7. EXISTING USE

PROPOSED USE
(18) School Building

8. DESCRIPTION OF WORK
eplan: New Type II-B, Fully Sprinklered, 2-story Gym and Classroom Building with Subterranean Parking Garage, Grade levels 6th -12th

9. # Bldgs on Site & Use:

10. APPLICATION PROCESSING INFORMATION

BLDG. PC By: Pranita Shah
OK for Cashier: Internet Permit
Signature: PRANITA SHAH
DAS PC By:
Coord. OK:
Date: 04/25/2024

For inspection requests, call toll-free **(888) LA4BUILD (524-2845)**, or request inspections via **www.ladbs.org.** To speak to a Call Center agent, call **311**. Outside LA County, call (213) 473-3231.

For Cashier's Use Only **W/O #: 21006162**

11. PROJECT VALUATION & FEE INFORMATION **Final** Fee Period

Permit Valuation $5,500,000 PC Valuation: $0

FINAL TOTAL Bldg-New	39,443.40	School District Commercial Area	10,310.04
Permit Fee Subtotal Bldg-New	21,988.38	CA Bldg Std Commission Surcharge	220.00
Energy Surcharge		Green Building	
Handicapped Access		Permit Issuing Fee	27.00
Plan Check Subtotal Bldg-New	0.00	Linkage Fee	0.00
Off-hour Plan Check	0.00		
Plan Maintenance	300.00		
E.Q. Instrumentation	1,540.00		
D.S.C. Surcharge	715.66		
Sys. Surcharge	1,431.32		
Planning Surcharge	1,338.92		
Planning Surcharge Misc Fee	10.00		
Planning Gen Plan Maint Surcharge	1,562.08		

Sewer Cap ID: Total Bond(s) Due: $0.00

Project:

Payment Date: 06/06/2024
Receipt No: 1854051
Amount: $39,443.40
Method: CC

Building Card No.: 2024ON 36462

12. ATTACHMENTS
Plot Plan

0800122010100000616 2FN

13. STRUCTURE INVENTORY (Note: Numeric measurement data in the format "number / number" implies "change in numeric value / total resulting numeric value") **20010 - 10000 - 06162**

(P) Basement (BC): +1 Levels / 1 Levels
(P) Basement (ZC): +1 Levels / 1 Levels
(P) Floor Area (ZC): +12670 Sqft / 12670 Sqft
(P) Height (ZC): +33 Feet / 33 Feet
(P) Length: +105.5 Feet / 105.5 Feet
(P) Stories: +2 Stories / 2 Stories
(P) Width: +91.17 Feet / 91.17 Feet
(P) NFPA-13 Fire Sprinklers Thru-out
(P) A3 Occ. Group: +6633 Sqft / 6633 Sqft
(P) B Occ. Group: +133 Sqft / 133 Sqft
(P) E Occ. Group: +1596 Sqft / 1596 Sqft
(P) S2 Occ. Group: +9292 Sqft / 9292 Sqft
(P) A3 Occ. Load: +441 Max Occ. / 441 Max Occ.
(P) B Occ. Load: +1 Max Occ. / 1 Max Occ.
(P) E Occ. Load: +64 Max Occ. / 64 Max Occ.
(P) S2 Occ. Load: +46 Max Occ. / 46 Max Occ.
(P) AB 2097 Zero Req'd Auto Parking for Bldg
(P) Long Term Bicycle Parking Provided for Bldg: +2 Spaces /
(P) Long Term Bicycle Parking Req'd for Bldg: +2 Spaces / 2
(P) Parking Req'd for Bldg (Auto+Bicycle): 0 Stalls / 0 Stal
(P) Provided Compact for Bldg: +5 Stalls / 5 Stalls
(P) Provided Disabled for Bldg: +2 Stalls / 2 Stalls
(P) Provided Standard for Bldg: +6 Stalls / 6 Stalls
(P) Short Term Bicycle Parking Provided for Bldg: +4 Spaces
(P) Short Term Bicycle Parking Req'd for Bldg: +4 Spaces / 4
(P) Total Provided Parking for Site: +13 Stalls / 13 Stalls
(P) Type II-B Construction

14. APPLICATION COMMENTS: **PDPP Project's Total** **$5,500,000.00**

** Approved Seismic Gas Shut-Off Valve may be required. ** ** Project Valuation = $5,500,000.00 ** ** Zoning PC Valuation = $1,375,000.00 (25%) **

In the event that any box (i.e. 1-16) is filled to capacity , it is possible that additional information has been captured electronically and could not be printed due to space restrictions. Nevertheless the information printed exceeds that required by section 19825 of the Health and Safety Code of the State of California.

15. BUILDING RELOCATED FROM:

16. CONTRACTOR, ARCHITECT & ENGINEER NAME	ADDRESS		CLASS	LICENSE #	PHONE #
(A) WANG,, JOHANN D				27010	
(C)			B	865616	
(E) BAROONIAN,, ARMEN	867 N FAIR OAKS AVE 100,	PASADENA, CA 91103		S4227	
(E) HILL,, EDWARD FOSTER	27865 AMBERWOOD LANE,	VALENCIA, CA 91354		GE2126	
(E) WANG,, GUAN	135 N SAN GABRIEL BLVD,	SAN GABRIEL, CA 91775		C79702	

PERMIT EXPIRATION/REFUNDS: This permit expires two years after the date of the permit issuance. This permit will also expire if no construction work is performed for a continuous period of 180 days (Sec. 98.0602 LAMC). Claims for refund of fees paid must be filed within one year from the date of expiration for permits granted by LADBS (Sec. 22.12 & 22.13 LAMC). The permittee may be entitled to reimbursement of permit fees if the Department fails to conduct an inpection within 60 days of receiving a request for final inspection (HS 17951).

17. LICENSED CONTRACTOR'S DECLARATION

I hereby affirm under penalty of perjury that I am licensed under the provisions of Chapter 9 (commencing with Section 7000) of Division 3 of the Business and Professions Code, and my license is in full force and effect. The following applies to B contractors only: I understand the limitations of Section 7057 of the Business and Professional Code related to my ability to take prime contracts or subcontracts involving specialty trades.

License Class: B License No.: 865616 Contractor: JOHN RONALD RUTTER

18. WORKERS' COMPENSATION DECLARATION

I hereby affirm, under penalty of perjury, one of the following declarations:

( ) I have and will maintain a certificate of consent to self insure for workers' compensation, as provided for by Section 3700 of the Labor Code, for the performance of the work for which this permit is issued.

(X) I have and will maintain workers' compensation insurance, as required by Section 3700 of the Labor Code, for the performance of the work for which this permit is issued. My workers' compensation insurance carrier and policy number are:

Carrier: Insurance of the West Policy Number: WSD503888906

( ) I certify that in the performance of the work for which this permit is issued, I shall not employ any person in any manner so as to become subject to the workers' compensation laws of California, and agree that if I should become subject to the workers' compensation provisions of Section 3700 of the Labor Code, I shall forthwith comply with those provisions.

WARNING: FAILURE TO SECURE WORKERS' COMPENSATION COVERAGE IS UNLAWFUL, AND SHALL SUBJECT AN EMPLOYER TO CRIMINAL PENALTIES AND CIVIL FINES UP TO ONE HUNDRED THOUSAND DOLLARS ($100,000), IN ADDITION TO THE COST OF COMPENSATION, DAMAGES AS PROVIDED FOR IN SECTION 3706 OF THE LABOR CODE, INTEREST, AND ATTORNEY'S FEES.

19. ASBESTOS REMOVAL DECLARATION / LEAD HAZARD WARNING

I certify that notification of asbestos removal is either not applicable or has been submitted to the AQMD or EPA as per section 19827.5 of the Health and Safety Code. Information is available at (909) 396-2336 and the notification form at www.aqmd.gov. Lead safe construction practices are required when doing repairs that disturb paint in pre-1978 buildings due to the presence of lead per section 6716 and 6717 of the Labor Code. Information is available at Health Services for LA County at (800) 524-5323 or the State of California at (800) 597-5323 or www.dhs.ca.gov/childlead.

20. CONSTRUCTION LENDING AGENCY DECLARATION

I hereby affirm under penalty of perjury that there is a construction lending agency for the performance of the work for which this permit is issued (Sec. 3097, Civil Code).

Lender's Name (If Any): _____ Lender's Address: _____

21. FINAL DECLARATION

I certify that I have read this application **INCLUDING THE ABOVE DECLARATIONS** and state that the above information **INCLUDING THE ABOVE DECLARATIONS** is correct. I agree to comply with all city and county ordinances and state laws relating to building construction, and hereby authorize representatives of this city to enter upon the above-mentioned property for inspection purposes. I realize that this permit is an application for inspection and that it does not approve or authorize the work specified herein, and it does not auhorize or permit any violation or failure to comply with any applicable law. Furthermore, neither the City of Los Angeles nor any board, department officer, or employee thereof, make any warranty, nor shall be responsible for the performance or results of any work described herein, nor the condition of the property nor the soil upon which such work is performed. I further affirm under penalty of perjury, that the proposed work will not destroy or unreasonably interfere with any access or utility easement belonging to others and located on my property, but in the event such work does destroy or unreasonably interfere with such easement, a substitute easement(s) satisfactory to the holder(s) of the easement will be provided (Sec. 91.0106.4.3.4 LAMC).

By signing below, I certify that:

(1) I accept all the declarations above namely the Licensed Contractor's Declaration, Workers' Compensation Declaration, Asbestos Removal Declaration / Lead Hazard Warning, Construction Lending Agency Declaration, and Final Declaration; and

(2) This permit is being obtained with the consent of the legal owner of the property.

Print Erik Sign: Lieu Date: 06/06/2024 [X] Contractor [ ] Authorized Agent

PERMIT INSPECTION RECORD

LA DBS
DEPARTMENT OF BUILDING AND SAFETY

Your feedback is important. Please visit our website to complete a Customer Survey at **www.ladbs.org/LADBSWeb/customer-survey.jsf**. If you would like to provide additional feedback, need clarification, or have any questions regarding plan check or inspection matters, please call our Customer Hotline at (213) 482-0056.

For use by cashier only

2024ON 36462

Payment Date: 06/06/2024
Receipt No: 1854051
Amount: $39,443.40
Method: CC

PERMIT #: **22010 - 10000 - 06162** Bldg-New
ADDRESS: **5400 S 4th Ave** Commercial
OWNER: Alliance Ouchi O Donovan 6 12 Complex Regular Plan Check
601 Figueroa St 4TH FL Plan Check
LOS ANGELES CA 90017

JOB DESCRIPTION: eplan: New Type II-B, Fully Sprinklered, 2-story Gym and Classroom Building with Subterranean Parking Garage, Grade levels 6th -12th

INSPECTION RECORDS AND PLANS MUST BE AVAILABLE DURING INSPECTION

GRADING INSPECTIONS		
TYPE	DATE	INSPECTOR
Initial Grading		
Toe or Bottom		
Soils Report Approved		
DO NOT PLACE FILL UNTIL ABOVE IS SIGNED		
Backfill		
Fill		
Excavation		
Drainage Devices		
Rough Grading		
Approved Compaction Report		
FOOTING INSPECTIONS		
Footing Excavation		
Forms		
Reinforcing Steel		
OK to Place Concrete		
GROUNDWORK INSPECTIONS		
Electrical		
Plumbing		
Plumbing Methane		
Gas Piping		
Heating & Refrigeration		
Fire Sprinklers		
Disabled Access		
Methane		
OK to Place Floor		
DO NOT PLACE FLOOR UNTIL ABOVE IS SIGNED		
ROUGH INSPECTIONS		
Green Code		
Electrical		
Plumbing		
Fire Sprinkler		
Heating & Refrigeration		
Roof Sheathing		
Disabled Access		
Framing		
Insulation		
Suspended Ceiling		
LAFD		
OK to Cover		

FOR INSPECTION REQUESTS, PLEASE CALL
3-1-1 OR OUTSIDE CITY OF LOS ANGELES
888-LA4-BUILD (888)524-2845 or www.ladbs.org

DO NOT COVER UNTIL PREVIOUS IS SIGNED		
TYPE	DATE	INSPECTOR
Exterior Lathing		
Interior Lathing		
Drywall		
DO NOT COVER UNTIL ABOVE IS SIGNED		
WORK OUTSIDE OF THE BUILDING		
Electrical Underground		
Gas		
Heating & Refrigeration		
Sewer		
Disabled Access		
POOL INSPECTIONS		
Excavation		
Reinforcing Steel		
Bonding		
Piping		
Pre-Gunite		
Deck		
Enclosure/Fence		
Pool/Spa Cover		
DO NOT FILL POOL UNTIL ABOVE IS SIGNED		
FINAL INSPECTIONS		
Grading		
Electrical		
Plumbing		
Gas Test		
Gas		
Heating & Refrigeration		
Pressure Vessels		
Elevator		
Fire Sprinkler		
Disabled Access		
Green Building		
LAFD (Title 19 only)		
LAFD Fire Life Safety		
Pool Final		
AQMD Sign-off Provided		
Public Works		
Building		
PROJECT FINAL		

Certificate of Occupancy Required ☐ **YES** ☐ **NO**

SUPPLEMENTAL NOTES:

IMPORTANT NOTICE

* **Prior to the start of any construction work adjacent to any public way, pedestrian protection shall be provided (Sec. 91.3303 L.A.M.C.).**
* Inspection(s) may be requested anytime via the internet or touch tone phone. To request an inspection via the internet, go to www.ladbs.org and click on "Request an Inspection" under Online Services. To request an inspection via touch tone phone, call toll free (888) LA4BUILD (888-524-2845) and select option 1 for Automated Request System. To request an inspection via the Customer Call Center, call 3-1-1 within the City of Los Angeles or (213) 473-3231 outside the City of Los Angeles between 7:00 a.m. and 10:00 p.m.. When requesting an inspection, the following are required: (1) The job address, (2) Type of inspection, (3) Use of building, (4) Permit number, (5) Phone number of a contact person should the department need to reach someone.
* Inspection requests received before 4:00 p.m. Monday through Friday (excluding holidays) will normally be made the next business day. Requests received after 4:00 p.m. will be made following the next business day. The Automated Inspection Call Back System (AICBS) will attempt to telephone the contact phone number to confirm the inspection.
* Permit fees provide for a limited number of inspections. A reinspection fee may be assessed when the work for which an inspection was requested is not complete, when the inspection record or plans are not available, or when there is failure to provide site access to department staff.
* No person shall perform any construction or repair work between the hours of 9:00 p.m. (6:00 p.m. grading) and 7:00 a.m. the following day which results in loud noises to the disturbance of persons occupying sleeping quarters in any dwelling, hotel, motel, apartment, or other place of residence (Sec. 41.40 L.A.M.C.).
* No person, other than an individual homeowner engaged in the repair or construction of his/her single-family dwelling, shall perform any construction or repair work of any kind upon any building or structure located on land developed with residential buildings or perform work within 500 feet of land so occupied, before 8:00 a.m. or after 6:00 p.m. on any Saturday or at any time on Sunday (Sec. 41.40 L.A.M.C.).
* Dust control measures to prevent dust from being blown or deposited over or upon any private property in any residential area must be implemented during any excavation or earth-moving phase of construction, sand blasting, or demolition.
* A separate permit from the State of California Division of Industrial Safety is required prior to starting certain work involving substantial risk to workers such as: construction or demolition exceeding 3 stories or 36 feet in height, or excavations or trenches over 5 feet in depth involving entry by workers.
* Building permits are valid for two years or expire on the 180th day from the date of issuance if the work permitted has not commenced. The department reserves the right to expire any permit where work has been suspended for a period of 180 days or more.
* Inspection services will not be provided when there is an unleashed dog on the premises.

BUILDING AND SAFETY PERMIT AND PLAN CHECK OFFICE LOCATIONS

Downtown Los Angeles
201 N. Figueroa St., 4th Fl.
Los Angeles, CA 90012

Van Nuys
6262 Van Nuys Blvd., 2nd Fl.
Van Nuys, CA 91401

West Los Angeles
1828 Sawtelle Blvd., 2nd Fl.
Los Angeles, CA 90025

San Pedro
638 S. Beacon St., 2nd Fl.
San Pedro, CA 90731

South Los Angeles
8475 S. Vermont Ave., 2nd Fl.
Los Angeles, CA 90044

Job Address: 5400 S 4th Ave Application #: 22010 - 10000 - 06162

LOS ANGELES UNIFIED SCHOOL DISTRICT
Developer Fee Program Office, P. O. Box 513307, Los Angeles, CA 90051
Phone (213) 241-0715 Fax (213) 241-6874

Notice of 90-Day Refund/Protest Policy for School Facilities Fees (Developer Fees)

The Los Angeles Unified School District, in accordance with the California Education and Government Codes, collects school facilities fees (developer fees) to provide funding for school construction costs. **These fees must be paid before the Department of Building and Safety will issue you a building permit.** Fees are assessed on the basis of assessable square footage, pursuant to Education Code section 17620, et seq., and Government Code section 65995, et seq.

The law allows for refunds or waivers of certain developer fees. **However, requests for refunds or waivers, or any other written form of protest of fees must be received by the Developer Fee Program Office within 90 calendar days after the payment of such fees.** Only a written request is required within the 90-day deadline and not all required supporting documentation. Applications for waivers and refunds may be obtained from the Developer Fee Program Office.

Be advised that the Developer Fee Program Office will not process refund requests or protests that are received after the 90-day deadline, and all such correspondence must be sent directly to the Developer Fee Program Office and not the Department of Building & Safety.

If you have any questions on types of refunds or credits available, please call the Developer Fee Program Office at (213) 241-0715.

Please sign the statement below to indicate that you were notified of this policy and submit the signed portion of this acknowledgment to the cashier prior to the payment of your school facilities fees. Thank you.

Los Angeles Unified School District
Developer Fee Program Office

Note: Your project must meet exemption criteria to qualify for a refund or waiver of fees.

Less than 500 sq. ft.	Cancelled / Expired Permit	Agricultural Structure	Private School (K -12)
Demolition Credit	Senior Citizen Development	Reduced Square Footage	Disaster
Affordable Housing Complex	Mobile Home	Church	Government Building

Los Angeles Unified School District
Acknowledgment of 90-Day Refund/Protest Policy for School Facilities Fees (Developer Fees)

My signature acknowledges that I have been informed {or I am acting on behalf of the owner(s) and will
inform the owner(s)} of the "Notice of the 90-Day Refund/Protest Policy for School Facilities Fees (Developer Fees)" in accordance with Government Code section 66020. I understand that failure to submit an application for a refund, or letter of protest, to the Developer Fee Program Office within 90 calendar days of payment of school facilities fees, waives my right (or owner's right) to be eligible for any refund or exemption of such fees.

Erik Lieu Erik Lieu **06/06/2024**

ATTACHMENT D

Annual Forecast w/ Assumptions

Ouchi-O'Donovan 6-12 Complex

		2024-25	2025-26	2026-27
Revenues				
	Total private grants and contributions	$0	$0	$0
	Total Federal Revenue	$1,249,566	$1,262,062	$1,274,682
	Total State Revenue	$17,254,278	$15,661,672	$16,070,680
	Total Local Revenue	$2,715,611	$2,797,079	$2,880,992
	Total Other Revenue	$47,792	$48,568	$49,357
Total Revenue		**$21,267,248**	**$19,769,381**	**$20,275,712**
Expenses				
	Total Salaries	$9,143,729	$8,061,317	$8,238,406
	Total Benefits	$3,304,611	$2,839,246	$2,926,252
	Total Books and Supplies	$1,416,922	$1,459,016	$1,473,082
	Total Subagreement Services	$1,365,298	$1,378,951	$1,392,740
	Total Travel and Conference	$139,042	$140,432	$141,837
	Total Dues & Memberships	$28,604	$28,890	$29,179
	Total Insurance	$114,056	$115,197	$116,349
	Total Ops and Housekeeping	$168,058	$169,739	$171,436
	Total Rentals, Leases and Repairs	$1,414,758	$1,262,860	$1,262,860
	Total Transfers	$0	$0	$0
	Total Professional Services and Opering Exp.	$3,946,049	$3,738,548	$3,818,784
	Total Communications	$106,246	$107,309	$108,382
	Total depreciation	$351,189	$351,189	$351,189
	Total interest	$0	$0	$0
Total Expenses		**$21,498,563**	**$19,652,693**	**$20,030,496**
Surplus (Deficit)		**($231,315)**	**$116,688**	**$245,216**
Net Asset Reserves		**$13,802,784**	**$14,099,768**	**$14,481,888**
Cash Flow Adjustments				
	Monthly Surplus (Deficit)	($231,315)	$116,688	$245,216
	Cash flows from operating activities:			
	Depreciation/amortization	$351,189	$351,189	$351,189
	Public funding receivables, net	$0	$0	$0
	Grants, contributions and pledges receivable, net	($11,822)	($11,822)	($11,822)
	Due to/from related parties	$0	$0	$0
	Prepaid expenses	$101,872	$101,872	$101,872
	Deferred Rent Receivable	$0	$0	$0
	Other assets	$0	$0	$0
	Accounts payable and accrued expenses	$0	$0	$0
	Accrued Admin. Svc. Fee	$0	$0	$0
	Deferred Rent	$0	$0	$0
	Total	**$209,925**	**$557,928**	**$686,456**
	Cash flows from investing activities:			
	Purchases of property and equipment (Non-E-Rate)	($5,000,000)	$0	$0
	Purchases of property and equipment (E-Rate)	$0	$0	$0
	Notes receivable	$0	$0	$0
	Total	**($5,000,000)**	**$0**	**$0**
	Cash flows from financing activities:			
	Principal payments of debt	$0	$0	$0
	Proceeds from long-term debt	$0	$0	$0
	Payments on capital lease obligation	$0	$0	$0
	Assets limited as to use	$0	$0	$0
	Total	**$0**	**$0**	**$0**
Total Change in Cash		**($4,790,075)**	**$557,928**	**$686,456**
Cash, Beginning of Period		$9,047,405	$4,257,330	$4,815,258
Cash, End of Period		**$4,257,330**	**$4,815,258**	**$5,501,714**
	Cash Reserves % of Budgeted Cash Expenses	*20%*	*25%*	*28%*

Long Term Assumptions

	2024-25	2025-26	2026-27
Student Data			
Enrollment	978.0	978.0	978.0
ADA	929.1	929.1	929.1
ADA %	95%	95%	95%
FRL	95%	95%	95%
ELL	16%	16%	16%
Federal Revenue Data			
Federal Special Education (IDEA) per Student	$245	$247	$250
Title I, Part A - Basic Low Income	$408,516	$412,601	$416,727
Title II, Part D - EETT	$45,582	$46,038	$46,498
Title V, Part B - Charter School Grants	$0	$0	$0
Title III	$0	$0	$0
Fed Breakfast Rate	$2.05	$2.07	$2.09
Fed Lunch Rate	$3.30	$3.33	$3.37
State Revenue Data			
LCFF per Student	$17,350	$17,870	$18,406
Growth		3.0%	3.0%
Mandate Block Grant	$56	$56	$56
State Lottery Revenue	$249	$249	$249
Special Ed Instructional Entitlement	$971	$1,000	$1,030
School Facilities Apportionment (SB740)	$860,099	$650,925	$650,925
State Breakfast Rate	$0.24	$0.24	$0.24
State Lunch Rate	$0.24	$0.24	$0.24
Staff Roster Data			
Teachers	57	56	56
Certificated Pupil Support	-	-	-
Administrators	9	8	8
Counselors	13	9	9
Total Certificated Staff	79	72	72
Students to Teacher Ratio - High School	17	17	17
Students to Certificated Staff Ratio - High School	12	13	13
Avg.Teacher Pay - High School	$82,678	$84,691	$86,754
Teacher Salary Growth		3%	3%
Students to Teacher Ratio - Middle School	17	18	18
Students to Certificated Staff Ratio - Middle School	13	16	15
Avg.Teacher Pay - Middle School	$81,385	$83,451	$85,497
Teacher Salary Growth		3%	3%
Classified Instructional Aides (2100)	11	5	5
Classified Office Support (2200)	3	3	3
Classified Admin Support (2300)	3	3	3
Clerical, Technical Staff (2400)	10	7	7
Other Classified Staff (2900)	8	4	4
Total Classified Staff	35	22	22
Total Staff	**114**	**94**	**94**
STRS Contribution Rate	19.10%	19.10%	19.10%
PERS Contribution Rate	27.80%	27.80%	27.80%
Healthcare Employer Contribution per Staff Member - High School	$10,150	$10,657	$11,190
Healthcare Employer Contribution per Staff Member - Middle School	$8,863	$9,306	$9,771
Alliance Home Office Admin Fee	12.0%	12.0%	12.0%
District Oversight Fee	1.0%	1.0%	1.0%
SELPA Fees	20.0%	20.0%	20.0%

2024-2025 Monthly Forecast

Ouchi-O'Donovan 6-12 Complex

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
Revenues														
Private grants and contributions														
8980	Contributions, Unrestricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
8990	Contributions, Restricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total private grants and contributions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Federal revenue														
8181	Federal Special Education (IDEA)	$13,550	$27,100	$22,584	$22,584	$22,584	$22,584	$22,584	$24,687	$12,343	$12,343	$12,343	$12,343	**$227,630**
8220	Federal Child Nutrition	$11,357	$50,589	$50,589	$50,589	$50,589	$50,589	$50,589	$50,589	$50,589	$50,589	$50,589	$50,589	**$567,839**
8221	*Title I, Part A - Basic Low Income*	*$0*	*$0*	*$163,406*	*$0*	*$0*	*$163,406*	*$0*	*$0*	*$0*	*$0*	*$0*	*$81,703*	***$408,516***
8222	*Title II, Part D - EETT*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$45,582*	***$45,582***
8223	*Title V, Part B - Charter School Grants*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8224	*ESSER III (Part A&B)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8225		*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8226		*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8227	*E-Rate*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8290	Sub Total Other Federal Revenue	$0	$0	$163,406	$0	$0	$163,406	$0	$0	$0	$0	$0	$127,285	**$454,098**
	Total Federal Revenue	$24,907	$77,690	$236,579	$73,173	$73,173	$236,579	$73,173	$75,276	$62,933	$62,933	$62,933	$190,218	**$1,249,566**
State revenue														
8012	EPA Funding	$0	$0	$1,159,599	$0	$0	$0	$1,159,599	$0	$1,159,599	$0	$0	$1,208,394	**$4,687,192**
8012.1	*Gen. Apportionment/PY Overpayment*	-	-	-	-	-	-	-	-	-	-	-	-	***$0***
8012.2	*Gen Apportionment New Grade*	-	-	-	-	-	-	-	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8012.3	*Gen. Apportionment Continuing Charters*	*378,396*	*378,396*	*681,112*	*681,112*	*681,112*	*681,112*	*681,112*	*$697,034*	*$697,034*	*$697,034*	*$697,034*	*$697,034*	***$7,647,524***
8015	General Apportionment	$378,396	$378,396	$681,112	$681,112	$681,112	$681,112	$681,112	$697,034	$697,034	$697,034	$697,034	$697,034	**$7,647,524**
8311	Mandate Block Grant	$0	$0	$0	$0	$51,649	$0	$0	$0	$0	$0	$0	$0	**$51,649**
8520	Child Nutrition	$1,038	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	**$51,902**
8545	School Facilities Apportionment (SB740)	$0	$0	$0	$0	$0	$0	$645,074	$0	$0	$0	$215,025	$0	**$860,099**
8560	State Lottery	$0	$0	$0	$0	$0	$57,836	$0	$0	$57,836	$0	$0	$115,673	**$231,346**
8590	Other State Revenue	$235,230	$235,230	$235,230	$235,230	$235,230	$235,230	$235,230	$235,230	$235,230	$235,230	$235,230	$235,230	**$2,822,765**
8792	Special Ed Instructional Entitlement	$53,682	$107,364	$89,470	$89,470	$89,470	$89,470	$89,470	$97,802	$48,901	$48,901	$48,901	$48,901	**$901,803**
	Total State Revenue	$668,346	$725,614	$2,170,036	$1,010,437	$1,062,085	$1,068,273	$2,815,110	$1,034,691	$2,203,225	$985,790	$1,200,814	$2,309,856	**$17,254,278**
Local revenue														
8096	In Lieu of Property Taxes	$161,654	$323,308	$269,423	$269,423	$269,423	$269,423	$269,423	$294,511	$147,256	$147,256	$147,256	$147,256	**$2,715,611**
	Total Local Revenue	$161,654	$323,308	$269,423	$269,423	$269,423	$269,423	$269,423	$294,511	$147,256	$147,256	$147,256	$147,256	**$2,715,611**
Other revenue														
8631	Sale of Equipment and Supplies	$1,500	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	**$18,000**
8634	Food Service Sales	$0	-	-	-	-	-	-	-	-	-	-	-	**$0**
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8699	School Fundraising	$2,383	$2,979	$2,979	$2,681	$2,085	$1,788	$1,788	$1,490	$1,192	$2,383	$2,979	$5,065	**$29,792**
	Total Other Revenue	$3,883	$4,479	$4,479	$4,181	$3,585	$3,288	$3,288	$2,990	$2,692	$3,883	$4,479	$6,565	**$47,792**
Total Revenue		**$858,790**	**$1,131,091**	**$2,680,518**	**$1,357,214**	**$1,408,267**	**$1,577,563**	**$3,160,994**	**$1,407,468**	**$2,416,105**	**$1,199,861**	**$1,415,482**	**$2,653,895**	**$21,267,248**
Expenses														
Salaries														
1110	Certificated Teachers' Salaries	$90,000	$417,537	$417,537	$417,537	$417,537	$417,537	$417,537	$417,537	$417,537	$417,537	$417,537	$417,537	**$4,682,909**
1140	Certificated Teachers' Salaries – Stipends	$0	$13,050	$13,050	$13,050	$13,050	$13,050	$13,050	$13,050	$13,050	$13,050	$13,050	$0	**$130,500**
1210	Certificated Pupil Support Salaries – Salary	$104,792	$104,792	$104,792	$104,792	$104,792	$104,792	$104,792	$104,792	$104,792	$104,792	$104,792	$104,792	**$1,257,500**
1230	Certificated Pupil Support Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1310	Certificated Supervisors' and Administrators' Salaries	$104,331	$104,331	$104,331	$104,331	$104,331	$104,331	$104,331	$104,331	$104,331	$104,331	$104,331	$104,331	**$1,251,970**
1330	Certificated Supervisors' and Administrators' Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1910	Other Certificated Salaries – Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1930	Other Certificated Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2110	Classified Instructional Salaries - Salary	$0	$47,821	$47,821	$47,821	$47,821	$47,821	$47,821	$47,821	$47,821	$47,821	$47,821	$47,821	**$526,032**
2120	Classified Instructional Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2130	Classified Instructional Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2210	Classified Support Salaries - Salary	$13,754	$13,754	$13,754	$13,754	$13,754	$13,754	$13,754	$13,754	$13,754	$13,754	$13,754	$13,754	**$165,048**
2220	Classified Support Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2230	Classified Support Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2310	Classified Supervisors' and Administrators' Salaries - Salary	$15,494	$15,494	$15,494	$15,494	$15,494	$15,494	$15,494	$15,494	$15,494	$15,494	$15,494	$15,494	**$185,932**
2320	Classified Supervisors' and Administrators' Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2330	Classified Supervisors' and Administrators' Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2410	Clerical, Technical, and Office Staff Salaries - Salary	$39,030	$39,030	$39,030	$39,030	$39,030	$39,030	$39,030	$39,030	$39,030	$39,030	$39,030	$39,030	**$468,364**
2420	Clerical, Technical, and Office Staff Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2430	Clerical, Technical, and Office Staff Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2910	Other Classified Salaries - Salary	$39,623	$39,623	$39,623	$39,623	$39,623	$39,623	$39,623	$39,623	$39,623	$39,623	$39,623	$39,623	**$475,474**
2920	Other Classified Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2930	Other Classified Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Salaries	$407,024	$795,432	$795,432	$795,432	$795,432	$795,432	$795,432	$795,432	$795,432	$795,432	$795,432	$782,382 #	**$9,143,729**
Benefits														
3101	STRS, certificated positions	$57,132	$119,692	$119,692	$119,692	$119,692	$119,692	$119,692	$119,692	$119,692	$119,692	$119,692	$119,692	**$1,373,744**
3202	PERS, classified positions	$29,997	$43,291	$43,291	$43,291	$43,291	$43,291	$43,291	$43,291	$43,291	$43,291	$43,291	$43,291	**$506,196**
3301	OASDI certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3302	OASDI, classified positions	$6,690	$9,655	$9,655	$9,655	$9,655	$9,655	$9,655	$9,655	$9,655	$9,655	$9,655	$9,655	**$112,893**
3311	Medicare certificated positions	$2,818	$8,260	$8,260	$8,260	$8,260	$8,260	$8,260	$8,260	$8,260	$8,260	$8,260	$8,260	**$93,683**
3312	Medicare, classified positions	$1,565	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	$2,258	**$26,402**
3401	Health and Welfare, certificated positions	$62,048	$62,048	$62,048	$62,048	$62,048	$62,048	$62,048	$62,048	$62,048	$62,048	$62,048	$62,048	**$744,578**
3402	Health and Welfare, classified positions	$26,249	$26,249	$26,249	$26,249	$26,249	$26,249	$26,249	$26,249	$26,249	$26,249	$26,249	$26,249	**$314,994**
3501	State Unemployment, certificated positions	$2,843	$2,843	$2,843	$2,843	$2,843	$2,843	$2,843	$2,843	$2,843	$2,843	$2,843	$2,843	**$34,112**
3502	State Unemployment, classified positions	$1,266	$1,266	$1,266	$1,266	$1,266	$1,266	$1,266	$1,266	$1,266	$1,266	$1,266	$1,266	**$15,190**
3601	Workers' Compensation Insurance, certificated positions	$1,943	$5,697	$5,697	$5,697	$5,697	$5,697	$5,697	$5,697	$5,697	$5,697	$5,697	$5,697	**$64,609**
3602	Workers' Compensation Insurance, classified positions	$1,079	$1,557	$1,557	$1,557	$1,557	$1,557	$1,557	$1,557	$1,557	$1,557	$1,557	$1,557	**$18,209**
3901	Other Benefits, certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3902	Other Benefits, classified positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Benefits	$193,630	$282,816	$282,816	$282,816	$282,816	$282,816	$282,816	$282,816	$282,816	$282,816	$282,816	$282,816	**$3,304,611**

Ouchi-O'Donovan 6-12 Complex

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
Books and supplies														
4101	Textbooks and Core Curricula Materials	14,787.5	14,787.5	14,787.5	14,787.5	14,787.5	14,787.5	14,787.5	14,787.5	14,787.5	14,787.5	14,787.5	14,787.5	**$177,450**
4102	Software – Instructional	12,787.1	12,787.1	12,787.1	12,787.1	12,787.1	12,787.1	12,787.1	12,787.1	12,787.1	12,787.1	12,787.1	12,787.1	**$153,445**
4200	Books and Other Reference Materials	916.7	916.7	916.7	916.7	916.7	916.7	916.7	916.7	916.7	916.7	916.7	916.7	**$11,000**
4301	College Prep	6,276.0	6,276.0	6,276.0	6,276.0	6,276.0	6,276.0	6,276.0	6,276.0	6,276.0	6,276.0	6,276.0	6,276.0	**$75,311**
4302	Other Materials and Supplies	15,778.1	15,778.1	15,778.1	15,778.1	15,778.1	15,778.1	15,778.1	15,778.1	15,778.1	15,778.1	15,778.1	15,778.1	**$189,337**
4304	Uniforms	10,000.0	10,000.0	10,000.0	10,000.0	10,000.0	10,000.0	10,000.0	10,000.0	10,000.0	10,000.0	10,000.0	10,000.0	**$120,000**
4400	Noncapitalized Equipment	7,717.4	7,717.4	7,717.4	7,717.4	7,717.4	7,717.4	7,717.4	7,717.4	7,717.4	7,717.4	7,717.4	7,717.4	**$92,608**
4700	Food (Child Nutrition) (FY 17: Food Services)	$0	$31,297	$31,297	$59,464	$59,464	$59,464	$59,464	$59,464	$59,464	$59,464	$59,464	$59,464	**$597,770**
	Total Books and Supplies	$68,263	$99,560	$99,560	$127,727	$127,727	$127,727	$127,727	$127,727	$127,727	$127,727	$127,727	$127,727	**$1,416,922**
Subagreement services														
5101	Subagreements for Services (FY 17: Nursing)	49,034.4	49,034.4	49,034.4	49,034.4	49,034.4	49,034.4	49,034.4	49,034.4	49,034.4	49,034.4	49,034.4	49,034.4	**$588,412**
5102	Special Education (Subagreement/Contract)	20,833.3	20,833.3	20,833.3	20,833.3	20,833.3	20,833.3	20,833.3	20,833.3	20,833.3	20,833.3	20,833.3	20,833.3	**$250,000**
5103	Substitute Teacher (Subagreement/Contract)	23,833.3	23,833.3	23,833.3	23,833.3	23,833.3	23,833.3	23,833.3	23,833.3	23,833.3	23,833.3	23,833.3	23,833.3	**$286,000**
5104	Transportation (Subagreement/Contract)	166.7	166.7	166.7	166.7	166.7	166.7	166.7	166.7	166.7	166.7	166.7	166.7	**$2,000**
5105	Security (Subagreement/Contract)	2,857.1	2,857.1	2,857.1	2,857.1	2,857.1	2,857.1	2,857.1	2,857.1	2,857.1	2,857.1	2,857.1	2,857.1	**$34,286**
5106	Printing (Subagreement/Contract)	2,250.0	2,250.0	2,250.0	2,250.0	2,250.0	2,250.0	2,250.0	2,250.0	2,250.0	2,250.0	2,250.0	2,250.0	**$27,000**
5107	After-School Programs (Subagreement/Contract)	14,800.0	14,800.0	14,800.0	14,800.0	14,800.0	14,800.0	14,800.0	14,800.0	14,800.0	14,800.0	14,800.0	14,800.0	**$177,600**
	Total Subagreement Services	$113,775	$113,775	$113,775	$113,775	$113,775	$113,775	$113,775	$113,775	$113,775	$113,775	$113,775	$113,775	**$1,365,298**
Travel and Conference														
5231	General Travel and Conference	125.0	125.0	125.0	125.0	125.0	125.0	125.0	125.0	125.0	125.0	125.0	125.0	**$1,500**
5232	Conference and Training Entrance Fees	8,128.5	8,128.5	8,128.5	8,128.5	8,128.5	8,128.5	8,128.5	8,128.5	8,128.5	8,128.5	8,128.5	8,128.5	**$97,542**
5233	Mileage	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5234	Ground Transportation	500.0	500.0	500.0	500.0	500.0	500.0	500.0	500.0	500.0	500.0	500.0	500.0	**$6,000**
5235	Air Travel	1,125.0	1,125.0	1,125.0	1,125.0	1,125.0	1,125.0	1,125.0	1,125.0	1,125.0	1,125.0	1,125.0	1,125.0	**$13,500**
5236	Hotel and Accommodation	958.3	958.3	958.3	958.3	958.3	958.3	958.3	958.3	958.3	958.3	958.3	958.3	**$11,500**
5237	Business Meals	750.0	750.0	750.0	750.0	750.0	750.0	750.0	750.0	750.0	750.0	750.0	750.0	**$9,000**
	Total Travel and Conference	$11,587	$11,587	$11,587	$11,587	$11,587	$11,587	$11,587	$11,587	$11,587	$11,587	$11,587	$11,587	**$139,042**
Dues & Memberships														
5300	Dues & Memberships	2,383.7	2,383.7	2,383.7	2,383.7	2,383.7	2,383.7	2,383.7	2,383.7	2,383.7	2,383.7	2,383.7	2,383.7	**$28,604**
	Total Travel and Conference	$2,384	$2,384	$2,384	$2,384	$2,384	$2,384	$2,384	$2,384	$2,384	$2,384	$2,384	$2,384	**$28,604**
Insurance														
5400	Insurance	9,504.7	9,504.7	9,504.7	9,504.7	9,504.7	9,504.7	9,504.7	9,504.7	9,504.7	9,504.7	9,504.7	9,504.7	**$114,056**
	Total Insurance	$9,505	$9,505	$9,505	$9,505	$9,505	$9,505	$9,505	$9,505	$9,505	$9,505	$9,505	$9,505	**$114,056**
Operations and Housekeeping Services														
5501	Utilities	148.0	148.0	148.0	148.0	148.0	148.0	148.0	148.0	148.0	148.0	148.0	148.0	**$1,776**
5502	Janitorial/Trash Removal	13,850.0	13,850.0	13,850.0	13,850.0	13,850.0	13,850.0	13,850.0	13,850.0	13,850.0	13,850.0	13,850.0	13,850.0	**$166,200**
5503	Security	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	**$82**
	Total Ops and Housekeeping	$14,005	$14,005	$14,005	$14,005	$14,005	$14,005	$14,005	$14,005	$14,005	$14,005	$14,005	$14,005	**$168,058**
Rentals, Leases, and Repairs														
5600	Rentals, Leases and Repairs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5601	Rent	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	**$867,900**
5602	Additional Rent	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	**$175,369**
5603	Equipment Leases	$1,099	$1,099	$1,099	$1,099	$1,099	$1,099	$1,099	$1,099	$1,099	$1,099	$1,099	$1,099	**$13,187**
5604	Other Leases (Parking)	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	**$116,000**
5605	Real/Personal Property Taxes	$1,757	$1,757	$1,757	$1,757	$1,757	$1,757	$1,757	$1,757	$1,757	$1,757	$1,757	$1,757	**$21,089**
5606	Venue Rentals	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	**$50,000**
5610	Repairs and Maintenance	$14,268	$14,268	$14,268	$14,268	$14,268	$14,268	$14,268	$14,268	$14,268	$14,268	$14,268	$14,268	**$171,212**
	Total Rentals, Leases and Repairs	$117,896	$117,896	$117,896	$117,896	$117,896	$117,896	$117,896	$117,896	$117,896	$117,896	$117,896	$117,896	**$1,414,758**
Transfers of Direct Costs														
5710	Transfer of Direct Costs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5750	Transfer of Direct Costs - Interfund	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Professional/Consulting Services and Operating Expenditures														
5801	General Operating Expenditures (Before FY17: IT)	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5802	Accounting - Professional and Consulting Services	2,133.3	2,133.3	2,133.3	2,133.3	2,133.3	2,133.3	2,133.3	2,133.3	2,133.3	2,133.3	2,133.3	2,133.3	**$25,600**
5803	Legal- Professional and Consulting Services	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5805	General - Professional and Consulting Services	39,543.4	39,543.4	39,543.4	39,543.4	39,543.4	39,543.4	39,543.4	39,543.4	39,543.4	39,543.4	39,543.4	39,543.4	**$474,521**
5807	IT Services - Professional and Consulting Services	4,652.5	4,652.5	4,652.5	4,652.5	4,652.5	4,652.5	4,652.5	4,652.5	4,652.5	4,652.5	4,652.5	4,652.5	**$55,831**
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5811	Administrative Services Fee	$212,195	$212,195	$212,195	$212,195	$212,195	$212,195	$212,195	$212,195	$212,195	$212,195	$212,195	$212,195	**$2,546,335**
5812	District Oversight Fee	$12,542	$12,542	$12,542	$12,542	$12,542	$12,542	$12,542	$12,542	$12,542	$12,542	$12,542	$12,542	**$150,503**
5813	LACOE Fees	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5814	SELPA Fees	$18,824	$18,824	$18,824	$18,824	$18,824	$18,824	$18,824	$18,824	$18,824	$18,824	$18,824	$18,824	**$225,887**
5815	Rent Equalization Fee(Credit)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5817	Other taxes and fees	329.0	329.0	329.0	329.0	329.0	329.0	329.0	329.0	329.0	329.0	329.0	329.0	**$3,949**
5821	Professional Development Reimbursement	83.3	83.3	83.3	83.3	83.3	83.3	83.3	83.3	83.3	83.3	83.3	83.3	**$1,000**
5822	Temporary Administrative Support	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5831	Food or Catering Services	12,500.0	12,500.0	12,500.0	12,500.0	12,500.0	12,500.0	12,500.0	12,500.0	12,500.0	12,500.0	12,500.0	12,500.0	**$150,000**
5832	Entrance Fees	1,500.0	1,500.0	1,500.0	1,500.0	1,500.0	1,500.0	1,500.0	1,500.0	1,500.0	1,500.0	1,500.0	1,500.0	**$18,000**

Ouchi-O'Donovan 6-12 Complex

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
5833	Transportation Services	11,278.8	11,278.8	11,278.8	11,278.8	11,278.8	11,278.8	11,278.8	11,278.8	11,278.8	11,278.8	11,278.8	11,278.8	**$135,346**
5834	Software - Operating	10,665.4	10,665.4	10,665.4	10,665.4	10,665.4	10,665.4	10,665.4	10,665.4	10,665.4	10,665.4	10,665.4	10,665.4	**$127,985**
5835	Printing - General	2,563.3	2,563.3	2,563.3	2,563.3	2,563.3	2,563.3	2,563.3	2,563.3	2,563.3	2,563.3	2,563.3	2,563.3	**$30,760**
5840	Scholarship Expense	27.8	27.8	27.8	27.8	27.8	27.8	27.8	27.8	27.8	27.8	27.8	27.8	**$333**
5841	Mentorship Program Awards	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5842	Relocation	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5899	Pledge Write Off	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Professional Services and Opering Exp.	$328,837	$328,837	$328,837	$328,837	$328,837	$328,837	$328,837	$328,837	$328,837	$328,837	$328,837	$328,837	**$3,946,049**
Communications														
5901	General Communications	6,941.5	6,941.5	6,941.5	6,941.5	6,941.5	6,941.5	6,941.5	6,941.5	6,941.5	6,941.5	6,941.5	6,941.5	**$83,298**
5902	Postage and Shipping	662.3	662.3	662.3	662.3	662.3	662.3	662.3	662.3	662.3	662.3	662.3	662.3	**$7,948**
5903	Job Advertising	1,250.0	1,250.0	1,250.0	1,250.0	1,250.0	1,250.0	1,250.0	1,250.0	1,250.0	1,250.0	1,250.0	1,250.0	**$15,000**
	Total Communications	$8,854	$8,854	$8,854	$8,854	$8,854	$8,854	$8,854	$8,854	$8,854	$8,854	$8,854	$8,854	**$106,246**
Depreciation														
6900	Depreciation Expense	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	**$351,189**
	Total depreciation	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$351,189
Interest														
7438	Interest Expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total interest	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Expenses		**$1,305,025**	**$1,813,917**	**$1,813,917**	**$1,842,084**	**$1,842,084**	**$1,842,084**	**$1,842,084**	**$1,842,084**	**$1,842,084**	**$1,842,084**	**$1,842,084**	**$1,829,034**	**$21,498,563**
Monthly Surplus (Deficit)		**($446,234)**	**($682,826)**	**$866,601**	**($484,870)**	**($433,817)**	**($264,521)**	**$1,318,910**	**($434,616)**	**$574,022**	**($642,222)**	**($426,602)**	**$824,861**	**($231,315)**
Net Asset Reserves		**$14,541,272**	**$13,858,446**	**$14,725,047**	**$14,240,178**	**$13,806,361**	**$13,541,840**	**$14,860,750**	**$14,426,134**	**$15,000,155**	**$14,357,933**	**$13,931,331**	**$14,756,192**	**$14,756,192**
Cash Flow Adjustments														
	Monthly Surplus (Deficit)	($446,234)	($682,826)	$866,601	($484,870)	($433,817)	($264,521)	$1,318,910	($434,616)	$574,022	($642,222)	($426,602)	$824,861	**($231,315)**
	Cash flows from operating activities:													
	Depreciation/amortization	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	**$351,189**
	Public funding receivables, net	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Grants, contributions and pledges receivable, net	($946)	($1,182)	($1,182)	($1,064)	($828)	($709)	($709)	($591)	($473)	($946)	($1,182)	($2,010)	**($11,822)**
	Due to/from related parties	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Prepaid expenses	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	**$101,872**
	Deferred Rent Receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Other assets	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Accounts payable and accrued expenses	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Accrued Admin. Svc. Fee	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Deferred Rent	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total	**($409,425)**	**($646,253)**	**$903,174**	**($448,179)**	**($396,889)**	**($227,475)**	**$1,355,956**	**($397,452)**	**$611,304**	**($605,413)**	**($390,029)**	**$860,606**	$209,925
	Cash flows from investing activities:													
CF-2-01	Purchases of property and equipment (Non-E-Rate)	($416,667)	($416,667)	($416,667)	($416,667)	($416,667)	($416,667)	($416,667)	($416,667)	($416,667)	($416,667)	($416,667)	($416,667)	**($5,000,000)**
CF-2-01	Purchases of property and equipment (E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
CF-2-01	Notes receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total	**($416,667)**	**($416,667)**	**($416,667)**	**($416,667)**	**($416,667)**	**($416,667)**	**($416,667)**	**($416,667)**	**($416,667)**	**($416,667)**	**($416,667)**	**($416,667)**	**($5,000,000)**
	Cash flows from financing activities:													
	Principal payments of debt													**$0**
	Proceeds from long-term debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Payments on capital lease obligation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Assets limited as to use	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	$0
Total Change in Cash		**($826,092)**	**($1,062,919)**	**$486,507**	**($864,845)**	**($813,556)**	**($644,142)**	**$939,289**	**($814,119)**	**$194,637**	**($1,022,080)**	**($806,696)**	**$443,940**	**($4,790,075)**
Cash, Beginning of Period		$9,047,405	$8,221,314	$7,158,394	$7,644,901	$6,780,056	$5,966,500	$5,322,359	$6,261,648	$5,447,529	$5,642,166	$4,620,086	$3,813,391	$9,047,405
Cash, End of Period		**$8,221,314**	**$7,158,394**	**$7,644,901**	**$6,780,056**	**$5,966,500**	**$5,322,359**	**$6,261,648**	**$5,447,529**	**$5,642,166**	**$4,620,086**	**$3,813,391**	**$4,257,330**	**$4,257,330**
	Cash Reserves % of Budgeted Cash Expenses	*39%*	*34%*	*36%*	*32%*	*28%*	*25%*	*30%*	*26%*	*27%*	*22%*	*18%*	*20%*	*20%*

2025-2026 Monthly Forecast

Ouchi-O'Donovan 6-12 Complex

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
Revenues														
Private grants and contributions														
8980	Contributions, Unrestricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
8990	Contributions, Restricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total private grants and contributions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Federal revenue														
8181	Federal Special Education (IDEA)	$13,794	$27,589	$22,991	$22,991	$22,991	$22,991	$22,991	$24,523	$12,262	$12,262	$12,262	$12,262	**$229,906**
8220	Federal Child Nutrition	$11,470	$51,095	$51,095	$51,095	$51,095	$51,095	$51,095	$51,095	$51,095	$51,095	$51,095	$51,095	**$573,517**
8221	*Title I, Part A - Basic Low Income*	*$0*	*$0*	*$165,040*	*$0*	*$0*	*$165,040*	*$0*	*$0*	*$0*	*$0*	*$0*	*$82,520*	***$412,601***
8222	*Title II, Part D - EETT*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$46,038*	***$46,038***
8223	*Title V, Part B - Charter School Grants*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8224	*ESSER III (Part A&B)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8225		*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8226		*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8227	*E-Rate*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8290	Sub Total Other Federal Revenue	$0	$0	$165,040	$0	$0	$165,040	$0	$0	$0	$0	$0	$128,558	**$458,639**
	Total Federal Revenue	$25,265	$78,684	$239,126	$74,086	$74,086	$239,126	$74,086	$75,618	$63,357	$63,357	$63,357	$191,915	**$1,262,062**
State revenue														
8012	EPA Funding	$0	$0	$1,206,952	$0	$0	$0	$1,206,952	$0	$1,206,952	$0	$0	$1,206,952	**$4,827,808**
8012.1	*Gen. Apportionment/PY Overpayment*	-	-	-	-	-	-	-	-	-	-	-	-	***$0***
8012.2	*Gen Apportionment New Grade*	-	-	-	-	-	-	-	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8012.3	*Gen. Apportionment Continuing Charters*	*$393,847*	*$393,847*	*$708,925*	*$708,925*	*$708,925*	*$708,925*	*$708,925*	*$708,925*	*$708,925*	*$708,925*	*$708,925*	*$708,925*	***$7,876,949***
8015	General Apportionment	$393,847	$393,847	$708,925	$708,925	$708,925	$708,925	$708,925	$708,925	$708,925	$708,925	$708,925	$708,925	**$7,876,949**
8311	Mandate Block Grant	$0	$0	$0	$0	$51,649	$0	$0	$0	$0	$0	$0	$0	**$51,649**
8520	Child Nutrition	$1,038	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	**$51,902**
8545	School Facilities Apportionment (SB740)	$0	$0	$0	$0	$0	$0	$488,194	$0	$0	$0	$162,731	$0	**$650,925**
8560	State Lottery	$0	$0	$0	$0	$0	$57,836	$0	$0	$57,836	$0	$0	$115,673	**$231,346**
8590	Other State Revenue	$86,853	$86,853	$86,853	$86,853	$86,853	$86,853	$86,853	$86,853	$86,853	$86,853	$86,853	$86,853	**$1,042,236**
8792	Special Ed Instructional Entitlement	$55,731	$111,463	$92,886	$92,886	$92,886	$92,886	$92,886	$99,078	$49,539	$49,539	$49,539	$49,539	**$928,857**
	Total State Revenue	$537,470	$596,787	$2,100,240	$893,288	$944,937	$951,125	$2,588,434	$899,481	$2,114,730	$849,941	$1,012,673	$2,172,566	**$15,661,672**
Local revenue														
8096	In Lieu of Property Taxes	$167,825	$335,650	$279,708	$279,708	$279,708	$279,708	$279,708	$298,355	$149,178	$149,178	$149,178	$149,178	**$2,797,079**
	Total Local Revenue	$167,825	$335,650	$279,708	$279,708	$279,708	$279,708	$279,708	$298,355	$149,178	$149,178	$149,178	$149,178	**$2,797,079**
Other revenue														
8631	Sale of Equipment and Supplies	$1,515	$1,515	$1,515	$1,515	$1,515	$1,515	$1,515	$1,515	$1,515	$1,515	$1,515	$1,515	**$18,180**
8634	Food Service Sales	$0	-	-	-	-	-	-	-	-	-	-	-	**$0**
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8699	School Fundraising	$2,431	$3,039	$3,039	$2,735	$2,127	$1,823	$1,823	$1,519	$1,216	$2,431	$3,039	$5,166	**$30,388**
	Total Other Revenue	$3,946	$4,554	$4,554	$4,250	$3,642	$3,338	$3,338	$3,034	$2,731	$3,946	$4,554	$6,681	**$48,568**
Total Revenue		**$734,505**	**$1,015,674**	**$2,623,628**	**$1,251,332**	**$1,302,373**	**$1,473,297**	**$2,945,566**	**$1,276,488**	**$2,329,995**	**$1,066,422**	**$1,229,761**	**$2,520,340**	**$19,769,381**
Expenses														
Salaries														
1110	Certificated Teachers' Salaries	$90,000	$420,492	$420,492	$420,492	$420,492	$420,492	$420,492	$420,492	$420,492	$420,492	$420,492	$420,492	**$4,715,407**
1140	Certificated Teachers' Salaries – Stipends	$0	$13,050	$13,050	$13,050	$13,050	$13,050	$13,050	$13,050	$13,050	$13,050	$13,050	$0	**$130,500**
1210	Certificated Pupil Support Salaries – Salary	$69,263	$69,263	$69,263	$69,263	$69,263	$69,263	$69,263	$69,263	$69,263	$69,263	$69,263	$69,263	**$831,155**
1230	Certificated Pupil Support Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1310	Certificated Supervisors' and Administrators' Salaries	$93,221	$93,221	$93,221	$93,221	$93,221	$93,221	$93,221	$93,221	$93,221	$93,221	$93,221	$93,221	**$1,118,651**
1330	Certificated Supervisors' and Administrators' Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1910	Other Certificated Salaries – Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1930	Other Certificated Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2110	Classified Instructional Salaries - Salary	$0	$22,200	$22,200	$22,200	$22,200	$22,200	$22,200	$22,200	$22,200	$22,200	$22,200	$22,200	**$244,196**
2120	Classified Instructional Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2130	Classified Instructional Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2210	Classified Support Salaries - Salary	$11,576	$11,576	$11,576	$11,576	$11,576	$11,576	$11,576	$11,576	$11,576	$11,576	$11,576	$11,576	**$138,912**
2220	Classified Support Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2230	Classified Support Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2310	Classified Supervisors' and Administrators' Salaries - Salary	$15,804	$15,804	$15,804	$15,804	$15,804	$15,804	$15,804	$15,804	$15,804	$15,804	$15,804	$15,804	**$189,651**
2320	Classified Supervisors' and Administrators' Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2330	Classified Supervisors' and Administrators' Salaries - Bonus	$0	$11,864	$11,864	$11,864	$11,864	$11,864	$11,864	$11,864	$11,864	$11,864	$11,864	$0	**$118,636**
2410	Clerical, Technical, and Office Staff Salaries - Salary	$27,978	$27,978	$27,978	$27,978	$27,978	$27,978	$27,978	$27,978	$27,978	$27,978	$27,978	$27,978	**$335,734**
2420	Clerical, Technical, and Office Staff Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2430	Clerical, Technical, and Office Staff Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2910	Other Classified Salaries - Salary	$19,873	$19,873	$19,873	$19,873	$19,873	$19,873	$19,873	$19,873	$19,873	$19,873	$19,873	$19,873	**$238,475**
2920	Other Classified Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2930	Other Classified Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Salaries	$327,715	$705,320	$705,320	$705,320	$705,320	$705,320	$705,320	$705,320	$705,320	$705,320	$705,320	$680,406	**$8,061,317**
Benefits														
3101	STRS, certificated positions	$48,224	$111,348	$111,348	$111,348	$111,348	$111,348	$111,348	$111,348	$111,348	$111,348	$111,348	$111,348	**$1,273,056**
3202	PERS, classified positions	$20,914	$27,086	$27,086	$27,086	$27,086	$27,086	$27,086	$27,086	$27,086	$27,086	$27,086	$27,086	**$318,857**
3301	OASDI certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3302	OASDI, classified positions	$4,664	$6,041	$6,041	$6,041	$6,041	$6,041	$6,041	$6,041	$6,041	$6,041	$6,041	$6,041	**$71,112**

Ouchi-O'Donovan 6-12 Complex

		Prior Year P2 and PENSEC Estimates						P-1				P-2	
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
3311	Medicare certificated positions	$2,657	$7,771	$7,771	$7,771	$7,771	$7,771	$7,771	$7,771	$7,771	$7,771	$7,771	$7,771	**$88,135**
3312	Medicare, classified positions	$1,091	$1,413	$1,413	$1,413	$1,413	$1,413	$1,413	$1,413	$1,413	$1,413	$1,413	$1,413	**$16,631**
3401	Health and Welfare, certificated positions	$59,885	$59,885	$59,885	$59,885	$59,885	$59,885	$59,885	$59,885	$59,885	$59,885	$59,885	$59,885	**$718,615**
3402	Health and Welfare, classified positions	$16,305	$16,305	$16,305	$16,305	$16,305	$16,305	$16,305	$16,305	$16,305	$16,305	$16,305	$16,305	**$195,654**
3501	State Unemployment, certificated positions	$5,378	$5,378	$5,378	$5,378	$5,378	$5,378	$5,378	$5,378	$5,378	$5,378	$5,378	$5,378	**$64,536**
3502	State Unemployment, classified positions	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	**$20,398**
3601	Workers' Compensation Insurance, certificated positions	$1,832	$5,359	$5,359	$5,359	$5,359	$5,359	$5,359	$5,359	$5,359	$5,359	$5,359	$5,359	**$60,783**
3602	Workers' Compensation Insurance, classified positions	$752	$974	$974	$974	$974	$974	$974	$974	$974	$974	$974	$974	**$11,470**
3901	Other Benefits, certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3902	Other Benefits, classified positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Benefits	$163,402	$243,259	$243,259	$243,259	$243,259	$243,259	$243,259	$243,259	$243,259	$243,259	$243,259	$243,259	**$2,839,246**
Books and supplies														
4101	Textbooks and Core Curricula Materials	14,935.4	14,935.4	14,935.4	14,935.4	14,935.4	14,935.4	14,935.4	14,935.4	14,935.4	14,935.4	14,935.4	14,935.4	**$179,225**
4102	Software – Instructional	12,915.0	12,915.0	12,915.0	12,915.0	12,915.0	12,915.0	12,915.0	12,915.0	12,915.0	12,915.0	12,915.0	12,915.0	**$154,980**
4200	Books and Other Reference Materials	925.8	925.8	925.8	925.8	925.8	925.8	925.8	925.8	925.8	925.8	925.8	925.8	**$11,110**
4301	College Prep	6,338.7	6,338.7	6,338.7	6,338.7	6,338.7	6,338.7	6,338.7	6,338.7	6,338.7	6,338.7	6,338.7	6,338.7	**$76,065**
4302	Other Materials and Supplies	15,935.8	15,935.8	15,935.8	15,935.8	15,935.8	15,935.8	15,935.8	15,935.8	15,935.8	15,935.8	15,935.8	15,935.8	**$191,230**
4304	Uniforms	10,100.0	10,100.0	10,100.0	10,100.0	10,100.0	10,100.0	10,100.0	10,100.0	10,100.0	10,100.0	10,100.0	10,100.0	**$121,200**
4400	Noncapitalized Equipment	7,794.5	7,794.5	7,794.5	7,794.5	7,794.5	7,794.5	7,794.5	7,794.5	7,794.5	7,794.5	7,794.5	7,794.5	**$93,534**
4700	Food (Child Nutrition) (FY 17: Food Services)	$0	$31,584	$60,009	$60,009	$60,009	$60,009	$60,009	$60,009	$60,009	$60,009	$60,009	$60,009	**$631,673**
	Total Books and Supplies	$68,945	$100,529	$128,954	$128,954	$128,954	$128,954	$128,954	$128,954	$128,954	$128,954	$128,954	$128,954	**$1,459,016**
Subagreement services														
5101	Subagreements for Services (FY 17: Nursing)	49,524.7	49,524.7	49,524.7	49,524.7	49,524.7	49,524.7	49,524.7	49,524.7	49,524.7	49,524.7	49,524.7	49,524.7	**$594,296**
5102	Special Education (Subagreement/Contract)	21,041.7	21,041.7	21,041.7	21,041.7	21,041.7	21,041.7	21,041.7	21,041.7	21,041.7	21,041.7	21,041.7	21,041.7	**$252,500**
5103	Substitute Teacher (Subagreement/Contract)	24,071.7	24,071.7	24,071.7	24,071.7	24,071.7	24,071.7	24,071.7	24,071.7	24,071.7	24,071.7	24,071.7	24,071.7	**$288,860**
5104	Transportation (Subagreement/Contract)	168.3	168.3	168.3	168.3	168.3	168.3	168.3	168.3	168.3	168.3	168.3	168.3	**$2,020**
5105	Security (Subagreement/Contract)	2,885.7	2,885.7	2,885.7	2,885.7	2,885.7	2,885.7	2,885.7	2,885.7	2,885.7	2,885.7	2,885.7	2,885.7	**$34,629**
5106	Printing (Subagreement/Contract)	2,272.5	2,272.5	2,272.5	2,272.5	2,272.5	2,272.5	2,272.5	2,272.5	2,272.5	2,272.5	2,272.5	2,272.5	**$27,270**
5107	After-School Programs (Subagreement/Contract)	14,948.0	14,948.0	14,948.0	14,948.0	14,948.0	14,948.0	14,948.0	14,948.0	14,948.0	14,948.0	14,948.0	14,948.0	**$179,376**
	Total Subagreement Services	$114,913	$114,913	$114,913	$114,913	$114,913	$114,913	$114,913	$114,913	$114,913	$114,913	$114,913	$114,913	**$1,378,951**
Travel and Conference														
5231	General Travel and Conference	126.3	126.3	126.3	126.3	126.3	126.3	126.3	126.3	126.3	126.3	126.3	126.3	**$1,515**
5232	Conference and Training Entrance Fees	8,209.8	8,209.8	8,209.8	8,209.8	8,209.8	8,209.8	8,209.8	8,209.8	8,209.8	8,209.8	8,209.8	8,209.8	**$98,517**
5233	Mileage	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5234	Ground Transportation	505.0	505.0	505.0	505.0	505.0	505.0	505.0	505.0	505.0	505.0	505.0	505.0	**$6,060**
5235	Air Travel	1,136.3	1,136.3	1,136.3	1,136.3	1,136.3	1,136.3	1,136.3	1,136.3	1,136.3	1,136.3	1,136.3	1,136.3	**$13,635**
5236	Hotel and Accommodation	967.9	967.9	967.9	967.9	967.9	967.9	967.9	967.9	967.9	967.9	967.9	967.9	**$11,615**
5237	Business Meals	757.5	757.5	757.5	757.5	757.5	757.5	757.5	757.5	757.5	757.5	757.5	757.5	**$9,090**
	Total Travel and Conference	$11,703	$11,703	$11,703	$11,703	$11,703	$11,703	$11,703	$11,703	$11,703	$11,703	$11,703	$11,703	**$140,432**
Dues & Memberships														
5300	Dues & Memberships	2,407.5	2,407.5	2,407.5	2,407.5	2,407.5	2,407.5	2,407.5	2,407.5	2,407.5	2,407.5	2,407.5	2,407.5	**$28,890**
	Total Travel and Conference	$2,408	$2,408	$2,408	$2,408	$2,408	$2,408	$2,408	$2,408	$2,408	$2,408	$2,408	$2,408	**$28,890**
Insurance														
5400	Insurance	9,599.7	9,599.7	9,599.7	9,599.7	9,599.7	9,599.7	9,599.7	9,599.7	9,599.7	9,599.7	9,599.7	9,599.7	**$115,197**
	Total Insurance	$9,600	$9,600	$9,600	$9,600	$9,600	$9,600	$9,600	$9,600	$9,600	$9,600	$9,600	$9,600	**$115,197**
Operations and Housekeeping Services														
5501	Utilities	149.4	149.4	149.4	149.4	149.4	149.4	149.4	149.4	149.4	149.4	149.4	149.4	**$1,793**
5502	Janitorial/Trash Removal	13,988.5	13,988.5	13,988.5	13,988.5	13,988.5	13,988.5	13,988.5	13,988.5	13,988.5	13,988.5	13,988.5	13,988.5	**$167,862**
5503	Security	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	**$83**
	Total Ops and Housekeeping	$14,145	$14,145	$14,145	$14,145	$14,145	$14,145	$14,145	$14,145	$14,145	$14,145	$14,145	$14,145	**$169,739**
Rentals, Leases, and Repairs														
5600	Rentals, Leases and Repairs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5601	Rent	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	**$867,900**
5602	Additional Rent	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	**$175,369**
5603	Equipment Leases	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	**$7,000**
5604	Other Leases (Parking)	$4,107	$4,107	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$8,213**
5605	Real/Personal Property Taxes	$1,757	$1,757	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$3,515**
5606	Venue Rentals	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	**$50,000**
5610	Repairs and Maintenance	$12,572	$12,572	$12,572	$12,572	$12,572	$12,572	$12,572	$12,572	$12,572	$12,572	$12,572	$12,572	**$150,862**
	Total Rentals, Leases and Repairs	$110,125	$110,125	$104,261	$104,261	$104,261	$104,261	$104,261	$104,261	$104,261	$104,261	$104,261	$104,261	**$1,262,860**
Transfers of Direct Costs														
5710	Transfer of Direct Costs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5750	Transfer of Direct Costs - Interfund	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**

Ouchi-O'Donovan 6-12 Complex

		Prior Year P2 and PENSEC Estimates							P-1				P-2	
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
Professional/Consulting Services and Operating Expenditures														
5801	General Operating Expenditures (Before FY17: IT)	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5802	Accounting - Professional and Consulting Services	2,154.7	2,154.7	2,154.7	2,154.7	2,154.7	2,154.7	2,154.7	2,154.7	2,154.7	2,154.7	2,154.7	2,154.7	**$25,856**
5803	Legal- Professional and Consulting Services	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5805	General - Professional and Consulting Services	39,938.8	39,938.8	39,938.8	39,938.8	39,938.8	39,938.8	39,938.8	39,938.8	39,938.8	39,938.8	39,938.8	39,938.8	**$479,266**
5807	IT Services - Professional and Consulting Services	4,699.1	4,699.1	4,699.1	4,699.1	4,699.1	4,699.1	4,699.1	4,699.1	4,699.1	4,699.1	4,699.1	4,699.1	**$56,389**
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5811	Administrative Services Fee	$87,667	$121,334	$314,289	$149,650	$155,848	$176,395	$353,067	$152,814	$279,272	$127,497	$147,025	$301,639	**$2,366,498**
5812	District Oversight Fee	$5,617	$7,295	$9,886	$9,886	$9,886	$9,886	$9,886	$10,073	$8,581	$8,581	$8,581	$8,581	**$106,740**
5813	LACOE Fees	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5814	SELPA Fees	$13,905	$27,810	$23,175	$23,175	$23,175	$23,175	$23,175	$24,720	$12,360	$12,360	$12,360	$12,360	**$231,753**
5815	Rent Equalization Fee(Credit)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5817	Other taxes and fees	332.3	332.3	332.3	332.3	332.3	332.3	332.3	332.3	332.3	332.3	332.3	332.3	**$3,988**
5821	Professional Development Reimbursement	84.2	84.2	84.2	84.2	84.2	84.2	84.2	84.2	84.2	84.2	84.2	84.2	**$1,010**
5822	Temporary Administrative Support	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5831	Food or Catering Services	12,625.0	12,625.0	12,625.0	12,625.0	12,625.0	12,625.0	12,625.0	12,625.0	12,625.0	12,625.0	12,625.0	12,625.0	**$151,500**
5832	Entrance Fees	1,515.0	1,515.0	1,515.0	1,515.0	1,515.0	1,515.0	1,515.0	1,515.0	1,515.0	1,515.0	1,515.0	1,515.0	**$18,180**
5833	Transportation Services	11,391.6	11,391.6	11,391.6	11,391.6	11,391.6	11,391.6	11,391.6	11,391.6	11,391.6	11,391.6	11,391.6	11,391.6	**$136,699**
5834	Software - Operating	10,772.0	10,772.0	10,772.0	10,772.0	10,772.0	10,772.0	10,772.0	10,772.0	10,772.0	10,772.0	10,772.0	10,772.0	**$129,265**
5835	Printing - General	2,589.0	2,589.0	2,589.0	2,589.0	2,589.0	2,589.0	2,589.0	2,589.0	2,589.0	2,589.0	2,589.0	2,589.0	**$31,068**
5840	Scholarship Expense	28.1	28.1	28.1	28.1	28.1	28.1	28.1	28.1	28.1	28.1	28.1	28.1	**$337**
5841	Mentorship Program Awards	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5842	Relocation	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5899	Pledge Write Off	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Professional Services and Opering Exp.	$193,319	$242,570	$433,480	$268,841	$275,039	$295,586	$472,259	$273,737	$386,343	$234,568	$254,096	$408,710	**$3,738,548**
Communications														
5901	General Communications	7,010.9	7,010.9	7,010.9	7,010.9	7,010.9	7,010.9	7,010.9	7,010.9	7,010.9	7,010.9	7,010.9	7,010.9	**$84,131**
5902	Postage and Shipping	669.0	669.0	669.0	669.0	669.0	669.0	669.0	669.0	669.0	669.0	669.0	669.0	**$8,028**
5903	Job Advertising	1,262.5	1,262.5	1,262.5	1,262.5	1,262.5	1,262.5	1,262.5	1,262.5	1,262.5	1,262.5	1,262.5	1,262.5	**$15,150**
	Total Communications	$8,942	$8,942	$8,942	$8,942	$8,942	$8,942	$8,942	$8,942	$8,942	$8,942	$8,942	$8,942	**$107,309**
Depreciation														
6900	Depreciation Expense	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	**$351,189**
	Total depreciation	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$351,189
Interest														
7438	Interest Expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total interest	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Expenses		**$1,054,481**	**$1,592,777**	**$1,806,249**	**$1,641,610**	**$1,647,808**	**$1,668,355**	**$1,845,028**	**$1,646,506**	**$1,759,112**	**$1,607,337**	**$1,626,865**	**$1,756,565**	**$19,652,693**
Monthly Surplus (Deficit)		**($319,976)**	**($577,103)**	**$817,379**	**($390,278)**	**($345,435)**	**($195,058)**	**$1,100,538**	**($370,018)**	**$570,883**	**($540,915)**	**($397,104)**	**$763,774**	**$116,688**
Net Asset Reserves		**$14,756,192**	**$14,179,089**	**$14,996,468**	**$14,606,189**	**$14,260,754**	**$14,065,696**	**$15,166,234**	**$14,796,216**	**$15,367,100**	**$14,826,185**	**$14,429,081**	**$15,192,855**	**$15,192,855**

Ouchi-O'Donovan 6-12 Complex

	Prior Year P2 and PENSEC Estimates							P-1				P-2	
	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
Cash Flow Adjustments													
Monthly Surplus (Deficit)	($319,976)	($577,103)	$817,379	($390,278)	($345,435)	($195,058)	$1,100,538	($370,018)	$570,883	($540,915)	($397,104)	$763,774	**$116,688**
Cash flows from operating activities:													
Depreciation/amortization	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	**$351,189**
Public funding receivables, net	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Grants, contributions and pledges receivable, net	($946)	($1,182)	($1,182)	($1,064)	($828)	($709)	($709)	($591)	($473)	($946)	($1,182)	($2,010)	**($11,822)**
Due to/from related parties	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Prepaid expenses	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	**$101,872**
Deferred Rent Receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Other assets	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Accounts payable and accrued expenses	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Accrued Admin. Svc. Fee	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Deferred Rent	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**($283,167)**	**($540,530)**	**$853,952**	**($353,587)**	**($308,508)**	**($158,012)**	**$1,137,584**	**($332,854)**	**$608,165**	**($504,106)**	**($360,531)**	**$799,520**	**$557,928**
Cash flows from investing activities:													
Purchases of property and equipment (Non-E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Purchases of property and equipment (E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Notes receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Cash flows from financing activities:													
Principal payments of debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Proceeds from long-term debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Payments on capital lease obligation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Assets limited as to use	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Total Change in Cash	**($283,167)**	**($540,530)**	**$853,952**	**($353,587)**	**($308,508)**	**($158,012)**	**$1,137,584**	**($332,854)**	**$608,165**	**($504,106)**	**($360,531)**	**$799,520**	**$557,928**
Cash, Beginning of Period	$4,257,330	$3,974,164	$3,433,634	$4,287,586	$3,933,999	$3,625,491	$3,467,479	$4,605,063	$4,272,209	$4,880,374	$4,376,269	$4,015,738	$4,257,330
Cash, End of Period	**$3,974,164**	**$3,433,634**	**$4,287,586**	**$3,933,999**	**$3,625,491**	**$3,467,479**	**$4,605,063**	**$4,272,209**	**$4,880,374**	**$4,376,269**	**$4,015,738**	**$4,815,258**	**$4,815,258**
Cash Reserves % of Budgeted Cash Expenses	*21%*	*18%*	*22%*	*20%*	*19%*	*18%*	*24%*	*22%*	*25%*	*23%*	*21%*	*25%*	*25%*

2026-2027 Monthly Forecast

Ouchi-O'Donovan 6-12 Complex

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Total
Revenues														
Private grants and contributions														
8980	Contributions, Unrestricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
8990	Contributions, Restricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total private grants and contributions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Federal revenue														
8181	Federal Special Education (IDEA)	$13,932	$27,865	$23,220	$23,220	$23,220	$23,220	$23,220	$24,769	$12,384	$12,384	$12,384	$12,384	**$232,205**
8220	Federal Child Nutrition	$11,585	$51,606	$51,606	$51,606	$51,606	$51,606	$51,606	$51,606	$51,606	$51,606	$51,606	$51,606	**$579,252**
8221	*Title I, Part A - Basic Low Income*	*$0*	*$0*	*$166,691*	*$0*	*$0*	*$166,691*	*$0*	*$0*	*$0*	*$0*	*$0*	*$83,345*	***$416,727***
8222	*Title II, Part D - EETT*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$46,498*	***$46,498***
8223	*Title V, Part B - Charter School Grants*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8224	*ESSER III (Part A&B)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8225		*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8226		*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8227	*E-Rate*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8290	Sub Total Other Federal Revenue	$0	$0	$166,691	$0	$0	$166,691	$0	$0	$0	$0	$0	$129,844	**$463,225**
	Total Federal Revenue	$25,517	$79,471	$241,517	$74,827	$74,827	$241,517	$74,827	$76,375	$63,990	$63,990	$63,990	$193,834	**$1,274,682**
State revenue														
8012	EPA Funding	$0	$0	$1,243,160	$0	$0	$0	$1,243,160	$0	$1,243,160	$0	$0	$1,243,160	**$4,972,642**
8012.1	*Gen. Apportionment/PY Overpayment*	-	-	-	-	-	-	-	-	-	-	-	-	***$0***
8012.2	*Gen Apportionment New Grade*	-	-	-	-	-	-	-	*$0*	*$0*	*$0*	*$0*	*$0*	***$0***
8012.3	*Gen. Apportionment Continuing Charters*	*$405,663*	*$405,663*	*$730,193*	*$730,193*	*$730,193*	*$730,193*	*$730,193*	*$730,193*	*$730,193*	*$730,193*	*$730,193*	*$730,193*	***$8,113,258***
8015	General Apportionment	$405,663	$405,663	$730,193	$730,193	$730,193	$730,193	$730,193	$730,193	$730,193	$730,193	$730,193	$730,193	**$8,113,258**
8311	Mandate Block Grant	$0	$0	$0	$0	$51,649	$0	$0	$0	$0	$0	$0	$0	**$51,649**
8520	Child Nutrition	$1,038	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	$4,624	**$51,902**
8545	School Facilities Apportionment (SB740)	$0	$0	$0	$0	$0	$0	$488,194	$0	$0	$0	$162,731	$0	**$650,925**
8560	State Lottery	$0	$0	$0	$0	$0	$57,836	$0	$0	$57,836	$0	$0	$115,673	**$231,346**
8590	Other State Revenue	$86,853	$86,853	$86,853	$86,853	$86,853	$86,853	$86,853	$86,853	$86,853	$86,853	$86,853	$86,853	**$1,042,236**
8792	Special Ed Instructional Entitlement	$57,403	$114,807	$95,672	$95,672	$95,672	$95,672	$95,672	$102,050	$51,025	$51,025	$51,025	$51,025	**$956,723**
	Total State Revenue	$550,957	$611,947	$2,160,503	$917,342	$968,991	$975,179	$2,648,697	$923,721	$2,173,692	$872,695	$1,035,427	$2,231,529	**$16,070,680**
Local revenue														
8096	In Lieu of Property Taxes	$172,860	$345,719	$288,099	$288,099	$288,099	$288,099	$288,099	$307,306	$153,653	$153,653	$153,653	$153,653	**$2,880,992**
	Total Local Revenue	$172,860	$345,719	$288,099	$288,099	$288,099	$288,099	$288,099	$307,306	$153,653	$153,653	$153,653	$153,653	**$2,880,992**
Other revenue														
8631	Sale of Equipment and Supplies	$1,530	$1,530	$1,530	$1,530	$1,530	$1,530	$1,530	$1,530	$1,530	$1,530	$1,530	$1,530	**$18,362**
8634	Food Service Sales	$0	-	-	-	-	-	-	-	-	-	-	-	**$0**
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
8699	School Fundraising	$2,480	$3,100	$3,100	$2,790	$2,170	$1,860	$1,860	$1,550	$1,240	$2,480	$3,100	$5,269	**$30,996**
	Total Other Revenue	$4,010	$4,630	$4,630	$4,320	$3,700	$3,390	$3,390	$3,080	$2,770	$4,010	$4,630	$6,799	**$49,357**
Total Revenue		**$753,344**	**$1,041,766**	**$2,694,749**	**$1,284,588**	**$1,335,617**	**$1,508,185**	**$3,015,012**	**$1,310,481**	**$2,394,106**	**$1,094,348**	**$1,257,700**	**$2,585,815**	**$20,275,712**
Expenses														
Salaries														
1110	Certificated Teachers' Salaries	$90,000	$430,960	$430,960	$430,960	$430,960	$430,960	$430,960	$430,960	$430,960	$430,960	$430,960	$430,960	**$4,830,561**
1140	Certificated Teachers' Salaries – Stipends	$0	$13,050	$13,050	$13,050	$13,050	$13,050	$13,050	$13,050	$13,050	$13,050	$13,050	$0	**$130,500**
1210	Certificated Pupil Support Salaries – Salary	$70,648	$70,648	$70,648	$70,648	$70,648	$70,648	$70,648	$70,648	$70,648	$70,648	$70,648	$70,648	**$847,778**
1230	Certificated Pupil Support Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1310	Certificated Supervisors' and Administrators' Salaries	$95,085	$95,085	$95,085	$95,085	$95,085	$95,085	$95,085	$95,085	$95,085	$95,085	$95,085	$95,085	**$1,141,024**
1330	Certificated Supervisors' and Administrators' Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1910	Other Certificated Salaries – Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
1930	Other Certificated Salaries – Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2110	Classified Instructional Salaries - Salary	$0	$22,644	$22,644	$22,644	$22,644	$22,644	$22,644	$22,644	$22,644	$22,644	$22,644	$22,644	**$249,080**
2120	Classified Instructional Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2130	Classified Instructional Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2210	Classified Support Salaries - Salary	$11,807	$11,807	$11,807	$11,807	$11,807	$11,807	$11,807	$11,807	$11,807	$11,807	$11,807	$11,807	**$141,690**
2220	Classified Support Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2230	Classified Support Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2310	Classified Supervisors' and Administrators' Salaries - Salary	$16,120	$16,120	$16,120	$16,120	$16,120	$16,120	$16,120	$16,120	$16,120	$16,120	$16,120	$16,120	**$193,444**
2320	Classified Supervisors' and Administrators' Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2330	Classified Supervisors' and Administrators' Salaries - Bonus	$0	$11,864	$11,864	$11,864	$11,864	$11,864	$11,864	$11,864	$11,864	$11,864	$11,864	$0	**$118,636**
2410	Clerical, Technical, and Office Staff Salaries - Salary	$28,537	$28,537	$28,537	$28,537	$28,537	$28,537	$28,537	$28,537	$28,537	$28,537	$28,537	$28,537	**$342,449**
2420	Clerical, Technical, and Office Staff Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2430	Clerical, Technical, and Office Staff Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2910	Other Classified Salaries - Salary	$20,270	$20,270	$20,270	$20,270	$20,270	$20,270	$20,270	$20,270	$20,270	$20,270	$20,270	$20,270	**$243,244**
2920	Other Classified Salaries - Overtime	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
2930	Other Classified Salaries - Bonus	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Salaries	$332,469	$720,986	$720,986	$720,986	$720,986	$720,986	$720,986	$720,986	$720,986	$720,986	$720,986	$696,073 #	**$8,238,406**
Benefits														
3101	STRS, certificated positions	$48,845	$113,968	$113,968	$113,968	$113,968	$113,968	$113,968	$113,968	$113,968	$113,968	$113,968	$113,968	**$1,302,498**
3202	PERS, classified positions	$21,332	$27,627	$27,627	$27,627	$27,627	$27,627	$27,627	$27,627	$27,627	$27,627	$27,627	$27,627	**$325,234**
3301	OASDI certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3302	OASDI, classified positions	$4,758	$6,162	$6,162	$6,162	$6,162	$6,162	$6,162	$6,162	$6,162	$6,162	$6,162	$6,162	**$72,534**
3311	Medicare certificated positions	$2,684	$7,956	$7,956	$7,956	$7,956	$7,956	$7,956	$7,956	$7,956	$7,956	$7,956	$7,956	**$90,200**

Ouchi-O'Donovan 6-12 Complex

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Total
3312	Medicare, classified positions	$1,113	$1,441	$1,441	$1,441	$1,441	$1,441	$1,441	$1,441	$1,441	$1,441	$1,441	$1,441	**$16,964**
3401	Health and Welfare, certificated positions	$62,879	$62,879	$62,879	$62,879	$62,879	$62,879	$62,879	$62,879	$62,879	$62,879	$62,879	$62,879	**$754,546**
3402	Health and Welfare, classified positions	$17,120	$17,120	$17,120	$17,120	$17,120	$17,120	$17,120	$17,120	$17,120	$17,120	$17,120	$17,120	**$205,437**
3501	State Unemployment, certificated positions	$5,378	$5,378	$5,378	$5,378	$5,378	$5,378	$5,378	$5,378	$5,378	$5,378	$5,378	$5,378	**$64,536**
3502	State Unemployment, classified positions	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	**$20,398**
3601	Workers' Compensation Insurance, certificated positions	$1,851	$5,487	$5,487	$5,487	$5,487	$5,487	$5,487	$5,487	$5,487	$5,487	$5,487	$5,487	**$62,207**
3602	Workers' Compensation Insurance, classified positions	$767	$994	$994	$994	$994	$994	$994	$994	$994	$994	$994	$994	**$11,699**
3901	Other Benefits, certificated positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
3902	Other Benefits, classified positions	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total Benefits	$168,426	$250,711	$250,711	$250,711	$250,711	$250,711	$250,711	$250,711	$250,711	$250,711	$250,711	$250,711	**$2,926,252**
Books and supplies														
4101	Textbooks and Core Curricula Materials	15,084.7	15,084.7	15,084.7	15,084.7	15,084.7	15,084.7	15,084.7	15,084.7	15,084.7	15,084.7	15,084.7	15,084.7	**$181,017**
4102	Software – Instructional	13,044.1	13,044.1	13,044.1	13,044.1	13,044.1	13,044.1	13,044.1	13,044.1	13,044.1	13,044.1	13,044.1	13,044.1	**$156,529**
4200	Books and Other Reference Materials	935.1	935.1	935.1	935.1	935.1	935.1	935.1	935.1	935.1	935.1	935.1	935.1	**$11,221**
4301	College Prep	6,402.1	6,402.1	6,402.1	6,402.1	6,402.1	6,402.1	6,402.1	6,402.1	6,402.1	6,402.1	6,402.1	6,402.1	**$76,825**
4302	Other Materials and Supplies	16,095.2	16,095.2	16,095.2	16,095.2	16,095.2	16,095.2	16,095.2	16,095.2	16,095.2	16,095.2	16,095.2	16,095.2	**$193,142**
4304	Uniforms	10,201.0	10,201.0	10,201.0	10,201.0	10,201.0	10,201.0	10,201.0	10,201.0	10,201.0	10,201.0	10,201.0	10,201.0	**$122,412**
4400	Noncapitalized Equipment	7,872.5	7,872.5	7,872.5	7,872.5	7,872.5	7,872.5	7,872.5	7,872.5	7,872.5	7,872.5	7,872.5	7,872.5	**$94,470**
4700	Food (Child Nutrition) (FY 17: Food Services)	$0	$31,873	$60,559	$60,559	$60,559	$60,559	$60,559	$60,559	$60,559	$60,559	$60,559	$60,559	**$637,465**
	Total Books and Supplies	$69,635	$101,508	$130,194	$130,194	$130,194	$130,194	$130,194	$130,194	$130,194	$130,194	$130,194	$130,194	**$1,473,082**
Subagreement services														
5101	Subagreements for Services (FY 17: Nursing)	50,019.9	50,019.9	50,019.9	50,019.9	50,019.9	50,019.9	50,019.9	50,019.9	50,019.9	50,019.9	50,019.9	50,019.9	**$600,239**
5102	Special Education (Subagreement/Contract)	21,252.1	21,252.1	21,252.1	21,252.1	21,252.1	21,252.1	21,252.1	21,252.1	21,252.1	21,252.1	21,252.1	21,252.1	**$255,025**
5103	Substitute Teacher (Subagreement/Contract)	24,312.4	24,312.4	24,312.4	24,312.4	24,312.4	24,312.4	24,312.4	24,312.4	24,312.4	24,312.4	24,312.4	24,312.4	**$291,749**
5104	Transportation (Subagreement/Contract)	170.0	170.0	170.0	170.0	170.0	170.0	170.0	170.0	170.0	170.0	170.0	170.0	**$2,040**
5105	Security (Subagreement/Contract)	2,914.6	2,914.6	2,914.6	2,914.6	2,914.6	2,914.6	2,914.6	2,914.6	2,914.6	2,914.6	2,914.6	2,914.6	**$34,975**
5106	Printing (Subagreement/Contract)	2,295.2	2,295.2	2,295.2	2,295.2	2,295.2	2,295.2	2,295.2	2,295.2	2,295.2	2,295.2	2,295.2	2,295.2	**$27,543**
5107	After-School Programs (Subagreement/Contract)	15,097.5	15,097.5	15,097.5	15,097.5	15,097.5	15,097.5	15,097.5	15,097.5	15,097.5	15,097.5	15,097.5	15,097.5	**$181,170**
	Total Subagreement Services	$116,062	$116,062	$116,062	$116,062	$116,062	$116,062	$116,062	$116,062	$116,062	$116,062	$116,062	$116,062	**$1,392,740**
Travel and Conference														
5231	General Travel and Conference	127.5	127.5	127.5	127.5	127.5	127.5	127.5	127.5	127.5	127.5	127.5	127.5	**$1,530**
5232	Conference and Training Entrance Fees	8,291.9	8,291.9	8,291.9	8,291.9	8,291.9	8,291.9	8,291.9	8,291.9	8,291.9	8,291.9	8,291.9	8,291.9	**$99,503**
5233	Mileage	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5234	Ground Transportation	510.1	510.1	510.1	510.1	510.1	510.1	510.1	510.1	510.1	510.1	510.1	510.1	**$6,121**
5235	Air Travel	1,147.6	1,147.6	1,147.6	1,147.6	1,147.6	1,147.6	1,147.6	1,147.6	1,147.6	1,147.6	1,147.6	1,147.6	**$13,771**
5236	Hotel and Accommodation	977.6	977.6	977.6	977.6	977.6	977.6	977.6	977.6	977.6	977.6	977.6	977.6	**$11,731**
5237	Business Meals	765.1	765.1	765.1	765.1	765.1	765.1	765.1	765.1	765.1	765.1	765.1	765.1	**$9,181**
	Total Travel and Conference	$11,820	$11,820	$11,820	$11,820	$11,820	$11,820	$11,820	$11,820	$11,820	$11,820	$11,820	$11,820	**$141,837**
Dues & Memberships														
5300	Dues & Memberships	2,431.6	2,431.6	2,431.6	2,431.6	2,431.6	2,431.6	2,431.6	2,431.6	2,431.6	2,431.6	2,431.6	2,431.6	**$29,179**
	Total Travel and Conference	$2,432	$2,432	$2,432	$2,432	$2,432	$2,432	$2,432	$2,432	$2,432	$2,432	$2,432	$2,432	**$29,179**
Insurance														
5400	Insurance	9,695.7	9,695.7	9,695.7	9,695.7	9,695.7	9,695.7	9,695.7	9,695.7	9,695.7	9,695.7	9,695.7	9,695.7	**$116,349**
	Total Insurance	$9,696	$9,696	$9,696	$9,696	$9,696	$9,696	$9,696	$9,696	$9,696	$9,696	$9,696	$9,696	**$116,349**
Operations and Housekeeping Services														
5501	Utilities	150.9	150.9	150.9	150.9	150.9	150.9	150.9	150.9	150.9	150.9	150.9	150.9	**$1,811**
5502	Janitorial/Trash Removal	14,128.4	14,128.4	14,128.4	14,128.4	14,128.4	14,128.4	14,128.4	14,128.4	14,128.4	14,128.4	14,128.4	14,128.4	**$169,541**
5503	Security	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	**$84**
	Total Ops and Housekeeping	$14,286	$14,286	$14,286	$14,286	$14,286	$14,286	$14,286	$14,286	$14,286	$14,286	$14,286	$14,286	**$171,436**
Rentals, Leases, and Repairs														
5600	Rentals, Leases and Repairs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5601	Rent	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	$72,325	**$867,900**
5602	Additional Rent	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	$14,614	**$175,369**
5603	Equipment Leases	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	**$7,000**
5604	Other Leases (Parking)	$4,107	$4,107	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$8,213**
5605	Real/Personal Property Taxes	$1,757	$1,757	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$3,515**
5606	Venue Rentals	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	4,166.7	**$50,000**
5610	Repairs and Maintenance	$12,572	$12,572	$12,572	$12,572	$12,572	$12,572	$12,572	$12,572	$12,572	$12,572	$12,572	$12,572	**$150,862**
	Total Rentals, Leases and Repairs	$110,125	$110,125	$104,261	$104,261	$104,261	$104,261	$104,261	$104,261	$104,261	$104,261	$104,261	$104,261	**$1,262,860**
Transfers of Direct Costs														
5710	Transfer of Direct Costs	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5750	Transfer of Direct Costs - Interfund	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**

Ouchi-O'Donovan 6-12 Complex

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Total
Professional/Consulting Services and Operating Expenditures														
5801	General Operating Expenditures (Before FY17: IT)	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5802	Accounting - Professional and Consulting Services	2,176.2	2,176.2	2,176.2	2,176.2	2,176.2	2,176.2	2,176.2	2,176.2	2,176.2	2,176.2	2,176.2	2,176.2	**$26,115**
5803	Legal- Professional and Consulting Services	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5805	General - Professional and Consulting Services	40,338.2	40,338.2	40,338.2	40,338.2	40,338.2	40,338.2	40,338.2	40,338.2	40,338.2	40,338.2	40,338.2	40,338.2	**$484,059**
5807	IT Services - Professional and Consulting Services	4,746.1	4,746.1	4,746.1	4,746.1	4,746.1	4,746.1	4,746.1	4,746.1	4,746.1	4,746.1	4,746.1	4,746.1	**$56,953**
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5811	Administrative Services Fee	$89,920	$124,456	$322,814	$153,632	$159,830	$180,575	$361,395	$156,888	$286,960	$130,841	$150,368	$309,482	**$2,427,163**
5812	District Oversight Fee	$5,785	$7,514	$10,183	$10,183	$10,183	$10,183	$10,183	$10,375	$8,838	$8,838	$8,838	$8,838	**$109,942**
5813	LACOE Fees	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5814	SELPA Fees	$14,267	$28,534	$23,779	$23,779	$23,779	$23,779	$23,779	$25,364	$12,682	$12,682	$12,682	$12,682	**$237,786**
5815	Rent Equalization Fee(Credit)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
5817	Other taxes and fees	335.7	335.7	335.7	335.7	335.7	335.7	335.7	335.7	335.7	335.7	335.7	335.7	**$4,028**
5821	Professional Development Reimbursement	85.0	85.0	85.0	85.0	85.0	85.0	85.0	85.0	85.0	85.0	85.0	85.0	**$1,020**
5822	Temporary Administrative Support	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5831	Food or Catering Services	12,751.3	12,751.3	12,751.3	12,751.3	12,751.3	12,751.3	12,751.3	12,751.3	12,751.3	12,751.3	12,751.3	12,751.3	**$153,015**
5832	Entrance Fees	1,530.2	1,530.2	1,530.2	1,530.2	1,530.2	1,530.2	1,530.2	1,530.2	1,530.2	1,530.2	1,530.2	1,530.2	**$18,362**
5833	Transportation Services	11,505.5	11,505.5	11,505.5	11,505.5	11,505.5	11,505.5	11,505.5	11,505.5	11,505.5	11,505.5	11,505.5	11,505.5	**$138,066**
5834	Software - Operating	10,879.8	10,879.8	10,879.8	10,879.8	10,879.8	10,879.8	10,879.8	10,879.8	10,879.8	10,879.8	10,879.8	10,879.8	**$130,557**
5835	Printing - General	2,614.9	2,614.9	2,614.9	2,614.9	2,614.9	2,614.9	2,614.9	2,614.9	2,614.9	2,614.9	2,614.9	2,614.9	**$31,378**
5840	Scholarship Expense	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	**$340**
5841	Mentorship Program Awards	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5842	Relocation	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
5899	Pledge Write Off	-	-	-	-	-	-	-	-	-	-	-	-	**$0**
	Total Professional Services and Opering Exp.	$196,964	$247,496	$443,767	$274,585	$280,783	$301,528	$482,347	$279,618	$395,472	$239,352	$258,880	$417,993	**$3,818,784**
Communications														
5901	General Communications	7,081.1	7,081.1	7,081.1	7,081.1	7,081.1	7,081.1	7,081.1	7,081.1	7,081.1	7,081.1	7,081.1	7,081.1	**$84,973**
5902	Postage and Shipping	675.7	675.7	675.7	675.7	675.7	675.7	675.7	675.7	675.7	675.7	675.7	675.7	**$8,108**
5903	Job Advertising	1,275.1	1,275.1	1,275.1	1,275.1	1,275.1	1,275.1	1,275.1	1,275.1	1,275.1	1,275.1	1,275.1	1,275.1	**$15,302**
	Total Communications	$9,032	$9,032	$9,032	$9,032	$9,032	$9,032	$9,032	$9,032	$9,032	$9,032	$9,032	$9,032	**$108,382**
Depreciation														
6900	Depreciation Expense	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	**$351,189**
	Total depreciation	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$351,189
Interest														
7438	Interest Expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
	Total interest	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Expenses		**$1,070,211**	**$1,623,419**	**$1,842,512**	**$1,673,330**	**$1,679,528**	**$1,700,273**	**$1,881,093**	**$1,678,363**	**$1,794,217**	**$1,638,098**	**$1,657,625**	**$1,791,825**	**$20,030,496**
Monthly Surplus (Deficit)		**($316,867)**	**($581,653)**	**$852,237**	**($388,742)**	**($343,911)**	**($192,088)**	**$1,133,920**	**($367,882)**	**$599,888**	**($543,749)**	**($399,926)**	**$793,990**	**$245,216**
Net Asset Reserves		**$15,192,855**	**$14,611,202**	**$15,463,439**	**$15,074,697**	**$14,730,786**	**$14,538,697**	**$15,672,617**	**$15,304,735**	**$15,904,623**	**$15,360,874**	**$14,960,948**	**$15,754,938**	**$15,754,938**

Ouchi-O'Donovan 6-12 Complex

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Total
Cash Flow Adjustments													
Monthly Surplus (Deficit)	($316,867)	($581,653)	$852,237	($388,742)	($343,911)	($192,088)	$1,133,920	($367,882)	$599,888	($543,749)	($399,926)	$793,990	**$245,216**
Cash flows from operating activities:													
Depreciation/amortization	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	$29,266	**$351,189**
Public funding receivables, net	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Grants, contributions and pledges receivable, net	($946)	($1,182)	($1,182)	($1,064)	($828)	($709)	($709)	($591)	($473)	($946)	($1,182)	($2,010)	**($11,822)**
Due to/from related parties	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Prepaid expenses	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	$8,489	**$101,872**
Deferred Rent Receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Other assets	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Accounts payable and accrued expenses	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Accrued Admin. Svc. Fee	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Deferred Rent	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**($280,058)**	**($545,080)**	**$888,810**	**($352,051)**	**($306,984)**	**($155,042)**	**$1,170,966**	**($330,718)**	**$637,171**	**($506,940)**	**($363,353)**	**$829,735**	$686,456
Cash flows from investing activities:													
Purchases of property and equipment (Non-E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Purchases of property and equipment (E-Rate)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Notes receivable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	$0
Cash flows from financing activities:													
Principal payments of debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Proceeds from long-term debt	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Payments on capital lease obligation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Assets limited as to use	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
Total	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	$0
Total Change in Cash	**($280,058)**	**($545,080)**	**$888,810**	**($352,051)**	**($306,984)**	**($155,042)**	**$1,170,966**	**($330,718)**	**$637,171**	**($506,940)**	**($363,353)**	**$829,735**	**$686,456**
Cash, Beginning of Period	$4,815,258	$4,535,200	$3,990,120	$4,878,930	$4,526,879	$4,219,895	$4,064,853	$5,235,818	$4,905,100	$5,542,271	$5,035,331	$4,671,978	$4,815,258
Cash, End of Period	**$4,535,200**	**$3,990,120**	**$4,878,930**	**$4,526,879**	**$4,219,895**	**$4,064,853**	**$5,235,818**	**$4,905,100**	**$5,542,271**	**$5,035,331**	**$4,671,978**	**$5,501,714**	**$5,501,714**
Cash Reserves % of Budgeted Cash Expenses	*23%*	*20%*	*25%*	*23%*	*21%*	*21%*	*27%*	*25%*	*28%*	*26%*	*24%*	*28%*	*28%*

Los Angeles Unified School District

Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Updated August 11, 2020

LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division
333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017
213-241-0399

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Federal, State and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Dear Applicants:

On the following pages, you will find the "Federal, State, and District Required Language" ("FSDRL") that must be included in a comprehensive independent charter school petition.*****

Please follow the instructions below:

- ❒ Check the Charter Schools Division website (http://charterschools.lausd.net) to ensure that this document is the current version of the FSDRL, as it may be changed from time to time.

- ❒ Provide the "Assurances, Affirmations, and Declarations" page (the first two pages of the FSDRL) at the beginning of the petition, immediately after the table of contents.

- ❒ Place the FSDRL for each Element at the beginning of the Element under the Element heading. Use the Element headings provided in the FSDRL, including the statutory language for each Element.

- ❒ Highlight all FSDRL in gray, as shown here, to facilitate easy identification of the FSDRL within the petition. Do not highlight any other text in gray.

- ❒ On the "Assurances, Affirmations, and Declarations" page, replace "[Charter School]" with the name of the proposed charter school and replace "[short form of school name]" with an appropriate identifier.

- ❒ **Do not add, delete, or change any provision of the FSDRL other than the instruction above.**

- ❒ **Ensure that all other provisions in the charter petition do not duplicate and are otherwise consistent with the provisions of the FSDRL.**

***NOTE: Public School Choice (PSC) charter schools seeking renewal must include in their renewal petitions the PSC-specific version of the FSDRL. Other charter schools, such as conversion independent and non-classroom based charter schools, may be required to include context-specific FSDRL as well.**

Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as "[short form of school name]" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 – The Educational Program

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 47605(c)(5)(A)(i).)**

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." **(Ed. Code § 47605(c)(5)(A)(ii).)**

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." **(Ed. Code § 47605(c)(5)(A)(iii).)**

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on

sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard Engish Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place

to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special EducationPolicies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(c)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued

enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall rquire all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and dettraermined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual,

transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner,

neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

***"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."* (Ed. Code § 47605(c)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services

to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily

***removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."* (Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or

within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail,

or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School Name]
[Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

   Director/Principal
   [Charter School]
   [Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15)

business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the

Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district,

enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation

undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as

other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

    (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

    (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

    (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

    (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an

appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles

Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificatesof insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission

of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

Return to Order of Business

TAB 27

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-163-24/25, **Version:** 1

Denial of the Proposed Material Revision for Ingenium Charter
January 14, 2025
Charter Schools Division

Action Proposed:
Adopt the denial of the material revision of the charter for Ingenium Charter ("Charter School"), to relocate from current Proposition 39 location (Canoga Park Middle) to a new private facility outside the community. The proposed facility is located at 6425 Kester Avenue, Van Nuys, CA 91405 in Board District 3 and Region North. The recommendation for denial is based on information in the attached Staff Assessment and Recommendation Report and the Denial of the Requested Material Revision for Ingenium Charter.

Background:
Ingenium Charter is a TK-5 school currently serving 298 students on the campus of Canoga Park Middle, as a co-location through Proposition 39 at 22250 Elkwood Street, Canoga Park, CA, 91304 in Board District 3 and Region North. Ingenium Charter was approved by the California State Board of Education on January 5, 2010, after denial by LAUSD Board of Education. On November 19, 2019, the charter school was renewed by LAUSD for another five-year term to serve up to 611 students in grades TK-5.

On September 17, 2024, the Charter Schools Division commenced processing of Ingenium Charter's complete material revision. Ingenium Charter seeks to revise its current charter, which expires June 30, 2028.

Based on a comprehensive review of the material revision application and supporting documentation, staff has determined that the charter school has not met the standards and criteria set forth in Education Code section 47605 (see Ed. Code, §47607(b)) and therefore recommends denial of the material revision of the charter.

Grounds for Denial
Staff of the Charter Schools Division and the Office of the General Counsel reviewed the proposed material revision of the charter for Ingenium Charter and have assessed that the material revision does not meet the criteria for approval. As fully discussed in the attached *Denial of the Requested Material Revision for Ingenium Charter*, based on review of the proposed material revision and Community Impact Assessment, staff has determined, in accordance with Education Code sections 47605(c)(2) and 47607 (a)(4) and (b), the following:

- Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition; and
- Petitioners are demonstrably unlikely to serve the interest of the entire community in which the school is proposing to locate.

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, and local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of denial of the material revision of the charter, Charter School would continue to operate as a charter school under the terms of its current charter for the remainder of the charter term.

"No" - If the Board does not adopt the recommendation of denial of the material revision of the charter, and instead takes specific action to approve the proposed material revision of the charter, Charter School would continue to operate as a charter school, as amended, under the terms of its current charter. Within 30 days, the Board requires that the charter school submit to the Charter Schools Division a revised material revision to the charter that meets the standards and criteria described in Education Code section 47605, all LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and compliance with current Federal, State and District Required Language. Also, within the 30-day timeline, Charter School must execute any and all documents and/or take all necessary and appropriate actions to give full force and effect to the terms, provisions, and intent of its proposed material revision.

Policy Implications:
There are no policy implications at this time.

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 material revision, the action will not have a budget impact.

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 applicable legal, District and charter requirements.

If the Board does not adopt the staff denial recommendation and the material revision is approved, the impact on the budget could be the estimated revenue losses to the District schools based on the assumptions and the community fiscal impact analysis described below for Ingenium Charter's move to a proposed new facility outside of the community. Under the facts and circumstances described below, and as a factor leading to a denial recommendation, Ingenium Charter's application for a material revision is deemed to have a substantive fiscal impact to existing District schools in the proposed community.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be

allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Staff's fiscal impact analysis is calculated based on multiple sourced assumptions (as reflected below) to provide a projection of Ingenium Charter's potential fiscal impact to existing District schools in the proposed target community.

Based on Ingenium Charter's projected enrollment (250 students in Fiscal Year 2025-2026, increasing to 350 students by Charter School's expected renewal year (i.e., Fiscal Year 2027-2028)), the estimated total revenue loss for the District's schools could be $4,350,906 in Fiscal Year 2025-2026, increasing to $6,091,268 by Charter School's renewal year and amounting to $15,663,261 over the period of Ingenium Charter's remaining charter term. Additionally, the aggregate fiscal impact on the District and charter schools in the proposed community could be $17,025,283 over the period of Ingenium Charter's remaining charter term. Because District revenue is associated with average daily attendance (ADA) rather than enrollment (See 5 C.C.R § 402), the estimated District revenue loss is not directly proportionally associated with the number of students who would attend the charter school. Additionally, as a result of lower enrollment to the District schools, any loss of revenue may be offset by possible reductions in expenditures for the District's services and programs.

Currently, there are four (4) other charter schools serving one or more similar grade levels (Grade TK-5) within the community of Ingenium Charter's proposed location.

Based on the above analysis, Charter School's material revision request, if approved by the LAUSD Board, could substantively impact (fiscally) existing District schools in the proposed target community.

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 request for material revision of the

charter and its record of performance, staff has determined that Charter School has not met the requirements for approval of the material revision.

Equity Impact:
Not applicable

Issues and Analysis:
Issues are outlined above and in more detail in the attached Denial of the Requested Material Revision for Ingenium Charter.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - DFS Data and Schools within the Community Student Group Data Set
Attachment C - Denial of the Requested Material Revision for Ingenium Charter
Attachment D - Ingenium Charter Schools within the Community List with Enrollment Data
Attachment E - Ingenium Charter Community Impact Assessment

Budget and Petition will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1ZXBKuLPbbcmBhlrCM4RBpCMdov0M__R0?usp=drive_link>

Informatives:
Not applicable

Submitted:
12/10/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
REQUEST FOR MATERIAL REVISION OF CHARTER

Board of Education Report 163-24/25
January 14, 2025

School Name:	**Ingenium Charter**		
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Ingenium Schools**		
Location Code:	**2133**		
Type of Site(s):	**Proposition 39 Co-Location**		
Site Address(es):	**22250 Elkwood Street, Canoga Park, CA 91304 (Canoga Park Middle)**		
Board District(s):	**3**	Region(s):	**North**
Grade Levels Served:	**TK-5**	Current Enrollment:	**298**
Grade Levels Authorized in Current Charter:	**TK-5**	Approved Enrollment in Current Charter:	**611**
CONSIDERATION:	**Material Revision to relocate the charter school from current location to a new private site**		
CDE PERFORMANCE LEVEL: (PER CDE'S 2024 CLASSIFICATION)	**Middle Performing**		
CURRENT CHARTER TERM	**2020-2028**		
STAFF RECOMMENDATION:	**Denial**		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the proposed material revision of the charter for Ingenium Charter ("Charter School"), a TK-5 school located in Board District 3 and Region North, to relocate from current Proposition 39 location (Canoga Park Middle) to a new private facility outside the community. The proposed facility is located at 6425 Kester Avenue, Van Nuys, CA 91405 in Board District 3 and Region North, Van Nuys/Valley Glen Community of Schools.

Ingenium Schools, the California nonprofit public benefit corporation that holds the charter under the ultimate direction of the board of directors, seeks the proposed relocation to a private site to strengthen school culture and provide additional space. While Staff understands the organization's desire to operate at its own private site, as discussed in the accompanying materials, Staff has identified concerns about the viability of the facilities project.

II. STANDARDS AND CRITERIA FOR MATERIAL REVISIONS

Material revisions are governed by the same standards and criteria that apply to new petitions (See Ed. Code, §§47605 and 47607). If the material revision contains a request to expand to one or more additional sites, or to add grade levels, staff must also determine whether the charter school is

demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (See Ed. Code, § 47605(c)(7); Ed. Code, § 47607(a)(3) and (4)), and whether LAUSD is positioned to absorb the fiscal impact of the charter school expansion. (See Ed. Code, § 47605(c)(8); Ed. Code § 47607(a)(3) and (4).) Based on a comprehensive review of the material revision application, staff has determined that the charter school has not met the standards and criteria for approval [described in Education Code section 47605] or were determined not to be a basis for denial of the material revision application. Staff analysis includes the following:

- Does the petition, as revised, include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?
  For reasons more fully set forth in the *Denial of the Requested Material Revision for Ingenium Charter*, these criteria have been determined to be bases for denial.

- 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.

- Is the proposed charter school demonstrably likely to serve the interests of the entire community in which the school is proposing to locate? (Ed. Code, § 47605(c)(7).)
  For reasons more fully set forth in the *Denial of the Requested Material Revision for Ingenium Charter*, these criteria have been determined to be bases for denial.

- Is the school district positioned to absorb the fiscal impact of the proposed charter school? (Ed. Code, § 47605(c)(8).)
  This criterion has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. Charter Details

	Ingenium Charter
Initial Authorization:	On January 5, 2010, Ingenium Charter was authorized by the California State Board of Education through the appeals process, following denial by the LAUSD to serve 611 students in grades K-5
Most Recent Renewal	The charter was renewed by LAUSD on November 19, 2019, for a five-year term (July 1, 2020- June 30, 2025) to serve up to 611 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ingenium Charter expires June 30, 2028.

	Ingenium Charter
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On November 19, 2019, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmark to Ingenium Charter: 1. The school will demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the Resident Schools Median reclassification rate over the course of the five-year term of their renewal. Please see the "Additional Information" section below.
Material Revision Application:	The processing of Ingenium Charter's complete material revision application commenced on September 17, 2024. Pursuant to the *LAUSD Policy and Procedures for Charter Schools*, the 120-day timeline (for presenting the material revision once processing commences) runs through January 15, 2025.
Master Plan for English Learners and Standard English Learners:	Ingenium Charter implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Ingenium Charter participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Ingenium Charter 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 has been identified by the state as a Middle performing charter school.

Please see discussion of the charter school's record of academic performance below and in the *Denial of the Requested Material Revision for Ingenium Charter* for more details.

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

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	Medium	Not applicable	Very High	Not applicable	Very Low
2022-2023	Orange	Yellow	Orange	Not applicable	Yellow	Not applicable	Blue
2023-2024	Red	Orange	Green	Not applicable	Yellow	Not applicable	Blue

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3) and CA School Dashboard

c. English Language Arts Indicator

For more information, please refer to the *Denial of the Requested Material Revision for Ingenium Charter*.

d. Math Indicator

For more information, please refer to the *Denial of the Requested Material Revision for Ingenium Charter*.

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Medium was the same as the state's Status Level of Medium. The charter school's English Learner Progress Rate was lower than the state's rate. In 2023 on the ELPI, the charter school's performance color of Orange was lower than the state's color of Yellow. The charter school's English Learner Progress Rate was lower than the state's rate. In 2024 on the ELPI, the charter school's performance color of Green was higher than the state's color of Orange. The charter school's English Learner Progress Rate was higher than the state's rate.

Ingenium Charter - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	48.3%	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 - 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	41.6%	-6.7%	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 - 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	---	Green	48.1%	6.5%	Orange	45.7%	Higher

Data Sources: CA School Dashboard
--- As of the writing of this report, the 2024 Dashboard Participation Rate has not been publicly released

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022, 2023, and 2024, on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for all numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 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. Reclassification Rates
As of the writing of this report, reclassification data for 2021-2022 and 2022-2023 have not been published by the state.

l. Internal Assessment Data
None submitted

m. Additional Information
Ingenium Charter has indicated that they will continue to pursue and request for use of District facilities in the 2025-2026 school year through Proposition 39. The organization has also noted that while it has researched potential private site options, its intention is to utilize space pursuant to Proposition 39 in the event that the private site does not materialize.

Benchmarks:
The state has not published reclassification rates since the 2020-2021 school year.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT 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 outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	*Developing*
2023-2024	*Proficient*
Concerns	The rating of *Developing* in 2022-2023 was a result of the schoolwide Dashboard ELA and Math Low Indicator status.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Accomplished*
Concerns	No unresolved issues pending

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Ingenium Charter's fiscal condition is positive.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	$1,098,282	$2,182,202	$2,233,988	$2,935,916	$2,790,349
Net Income/Loss	$26,855	$1,083,920	$51,786	$701,928	($145,567) [1]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [2]	419	397	350	303	288

[1] Ingenium Schools explained that the 2023-2024 Unaudited Actuals projected a net loss primarily due to overstaffed positions relative to the school's current enrollment that was previously funded with Elementary and Secondary School Emergency Relief (ESSER) Fund, which was exhausted. Ingenium Schools states that the organization has rightsized their staffing while maintaining the integrity of the instructional program for Fiscal Year 2024-2025.

[2] Charter School reported a Norm Enrollment of 298 students for Fiscal Year 2024-2025. See Charter School's projected student enrollment submitted with its material revision request in the "Other Significant Fiscal Information" section below.

b. 2022-2023 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information
Ingenium Charter projects an increase in enrollment of 52 students (17%) over its remaining charter term (i.e., Fiscal Years 2025-2026 through 2027-2028) in Charter School's most current budget submitted with its material revision request. Specifically, Charter School's projected student enrollment is 250, 300, and 350 for the Fiscal Years 2025-2026, 2026-2027, and 2027-2028, respectively, with the anticipation that 50% to 81% of Charter School's currently enrolled students would continue to enroll in the proposed community. There is a significant risk that enrollment levels needed to sustain the new facilities may not be achieved, potentially impacting Charter School's ability to afford the new facilities, which are projected to cost approximately $19.5 million. For more information, please refer to the *Denial of the Requested Material Revision for Ingenium Charter*.

The financial condition of the charter operator is summarized in the table below.

Ingenium Schools					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
4	2	$9,527,346	$2,233,499	$0	$0

VII. COMMUNITY IMPACT ANALYSIS

Staff's analysis evaluated whether the proposed relocation to a private facility outside the community is demonstrably unlikely to serve the interests of the entire community (See Ed. Code §47605(c)(7)); see also the *LAUSD Policy and Procedures for Charter Schools*. Accordingly, the District's analysis considered the potential fiscal impact of the proposed material revision; the extent to which the proposed material revision would substantially undermine existing services and academic offerings or programmatic offerings; and whether the proposed material revision would duplicate a program currently offered within the

community and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school is located or intends to locate.

Per the *LAUSD Policy and Procedures for Charter Schools*, a "community" includes families and individuals who reside, work, and/or are served in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the charter school (inclusive of the proposed additional grade levels being requested, if applicable). The identified geographical area encompasses both the LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the charter school's material revision application. Data provided by the Office of Master Planning and Demographics (MPD), indicates that there are 34 public schools within the community (30 District schools, including 4 affiliated charter schools, and 4 independent charter schools).

1. ***Fiscal Impact on the Existing District and Charter Schools in the Proposed Community***
   For more information, please refer to the *Denial of the Requested Material Revision for Ingenium Charter*.

2. ***Duplication of Programs***
   For more information, please refer to the *Denial of the Requested Material Revision for Ingenium Charter*.

3. ***Enrollment Trends of the Existing District and Charter Schools in the Proposed Community***
   For more information, please refer to the *Denial of the Requested Material Revision for Ingenium Charter*.

4. ***Additional Considerations***
   a. Community Engagement
      Staff's review of the materials submitted by Ingenium Charter revealed that, pursuant to the *LAUSD Policy and Procedures for Charter Schools*, the charter school conducted community outreach efforts with parents, District and charter school leaders, LAUSD Region and Community of Schools leaders, LAUSD Board of Education member offices, elected representatives, neighborhood council(s), and community-based organizations. The documentation provided shows Charter School's outreach included parent surveys, flyers (Bilingual), emails, bilingual social media post, and informational letters via mail to school principals and organizations in the Van Nuys and surrounding region. The school used surveys to engage with current families enrolled at Ingenium Charter and to stakeholders in the proposed community.

      The charter school provided documentation of stakeholders' responses consisting of emails from Assembly Member Jesse Gabriel (Field Representative Office), one resident voicemail, survey responses from stakeholders in the proposed location, and current Ingenium families survey responses. The summary of current families' responses provided by Ingenium Charter indicated mixed responses regarding the proposed relocation to the new private site, with distance being the most common noted concern.

      Overall, the charter school's community engagement was reasonable in scope based on the materials provided by the charter school.

b. Academic Performance
For more information, please refer to the *Denial of the Requested Material Revision for Ingenium Charter*.

c. Facilities Plan
For more information, please refer to the *Denial of the Requested Material Revision for Ingenium Charter*.

Community Impact Analysis Conclusion
Taken as a whole, and balancing various factors, and for reasons more fully set forth in the *Denial of the Requested Material Revision for Ingenium Charter*, staff assesses that Ingenium Charter is demonstrably unlikely to serve the interest of the entire community in which it proposes to locate.

VIII. DISTRICT-LEVEL FISCAL IMPACT

A petition may be denied if the district is not positioned to absorb the fiscal impact of the charter school under the following criteria: 1) the district is under the authority of a state trustee or administrator; 2) the district is in negative certification; or 3) the district is in qualified certification and the county superintendent and FCMAT certify that approval of the charter school would result in the district having a negative certification. This criterion has been determined not to be a basis for denial.

Ingenium Charter

Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
N	3	2133	Ingenium Charter	All Students	183	-51.1	Low	-12.2	Low	Lower	173	Orange	-54.4	-3.3	Declined	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	*	-	No Performance Level	63	Very High	--	*	No Color	--	--	No Change Level	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2	Maintained	--
				English Learner	88	-56.1	Low	-61.2	Low	Higher	66	Red	-80.2	-24	Declined Significantly	Orange	-67.7	-6.5	Declined	Lower
				Filipino	*	-	No Performance Level	42.9	High	--	*	No Color	--	--	No Change Level	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	0	--	--	--	--	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	11	-66.1	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	153	-57.2	Low	-38.6	Low	Lower	145	Orange	-60.2	-3	Declined	Orange	-40.2	-1.7	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	162	-55.2	Low	-41.4	Low	Lower	153	Orange	-60.0	-4.8	Declined	Orange	-42.6	-1.2	Maintained	Lower
				Students with Disabilities	29	-114.7	No Performance Level	-97.3	Very Low	--	38	No Color	-83.7	30.9	Increased Significantly	Red	-96.3	1.8	Maintained	Higher
				Two or More Races	*	-	No Performance Level	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	21.9	High	--	*	No Color	--	--	No Change Level	Green	20.8	-1.2	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

ELA Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%	--	100%	100%	100%	100%	100%	100%	99%	--	99%	97%	100%	90%
Participation Rate Met 2022 *	Yes	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	Yes	No
Percent of students tested in 2023	99%	--	100%	100%	99%	100%	--	100%	99%	--	99%	98%	--	90%
Participation Rate Met 2023	Yes	--	Yes	Yes	Yes	Yes	--	Yes	Yes	--	Yes	Yes	--	No

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

Ingenium Charter

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
N	3	2133	Ingenium Charter	All Students	183	-78.2	Low	-51.7	Low	Lower	172	Yellow	-58.4	19.8	Increased Significantly	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	*	-	No Performance Level	48.4	Very High	--	*	No Color	--	--	No Change Level	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	88	-84.3	Low	-92.0	Low	Higher	66	Yellow	-73.4	10.9	Increased	Orange	-93.4	-1.4	Maintained	Higher
				Filipino	*	-	No Performance Level	2.7	High	--	*	No Color	--	--	No Change Level	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	0	--	--	--	--	Red	-127.4	1.4	Maintained	--
				Homeless Youth	11	-77.1	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	153	-81.9	Low	-83.4	Low	Higher	145	Yellow	-65.8	16.1	Increased Significantly	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	162	-83.6	Low	-84.0	Low	Higher	153	Yellow	-63.3	20.2	Increased Significantly	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	29	-115.4	No Performance Level	-130.8	Very Low	--	37	No Color	-56.1	59.3	Increased Significantly	Orange	-127.3	5.5	Increased	Higher
				Two or More Races	*	-	No Performance Level	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-13.4	Medium	--	*	No Color	--	--	No Change Level	Yellow	-11.1	2.3	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%	--	100%	100%	100%	100%	100%	100%	100%	--	100%	97%	100%	90%
Participation Rate Met 2022 *	Yes	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	Yes	No
Percent of students tested in 2023	98%	--	100%	100%	99%	100%	--	100%	99%	--	99%	95%	--	80%
Participation Rate Met 2023	Yes	--	Yes	Yes	Yes	Yes	--	Yes	Yes	--	Yes	Yes	--	No

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files 2023

Ingenium Charter

English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator - CA School Dashboard Indicator

					2022 School			2022 State			2023 School					2023 State				
RG	BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
N	3	2133	Ingenium Charter	English Learner	89	48.3%	Medium	50.3%	Medium	Lower	89	Orange	41.6%	-6.7%	Declined	Yellow	48.7%	-1.6%	Maintained	Lower

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

ELPAC Participation

Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation Rate Met
2022	125	124	99.2%	Yes
2023	121	120	100.0%	Yes

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

2022 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

	School	State
	Ingenium Charter	
ELs Who Progressed at Least One ELPI Level	47.2%	47.5%
ELs Who Maintained ELPI Level 4	1.1%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	25.8%	31.4%
ELs Who Decreased at Least One ELPI Level	25.8%	18.3%

2023 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

	School	State
	Ingenium Charter	
ELs Who Progressed at Least One ELPI Level	42.0%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	39.8%	32.7%
ELs Who Decreased at Least One ELPI Level	18.2%	18.6%

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Data Sources: California School Dashboard Research data files 2023

Ingenium Charter

Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
N	3	2133	Ingenium Charter	All Students	367	45.2%	Very High	30.0%	Very High	Higher	311	Yellow	40.2%	-5.0%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	*	--	No Performance Level	11.5%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	10.1%	-1.4	Declined	--
				Black or African American	11	36.4%	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	136	49.3%	Very High	33.6%	Very High	Higher	124	Orange	41.9%	-7.3%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Higher
				Filipino	17	5.9%	No Performance Level	16.2%	High	--	13	No Color	15.4%	9.5%	Increased	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	15	40.0%	No Performance Level	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	306	46.7%	Very High	35.8%	Very High	Higher	263	Yellow	41.8%	-4.9%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Higher
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	332	46.7%	Very High	37.4%	Very High	Higher	275	Yellow	41.8%	-4.9%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Higher
				Students with Disabilities	63	55.6%	Very High	39.6%	Very High	Higher	64	Orange	50.0%	-5.6%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Higher
				Two or More Races	12	83.3%	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	14	50.0%	No Performance Level	21.9%	Very High	--	16	No Color	50.0%	0.0%	Maintained	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Ingenium Charter

Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
N	3	2133	Ingenium Charter	All Students	374	0.3%	Very Low	3.1%	Medium	Lower	312	Blue	0.0%	-0.3%	Declined	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--	*	No Color	--	--	No Change Level	Green	1.1%	0.2%	Maintained	--
				Black or African American	11	0.0%	No Performance Level	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	139	0.0%	Very Low	3.2%	Medium	Lower	125	Blue	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower
				Filipino	19	0.0%	No Performance Level	1.2%	Low	--	13	No Color	0.0%	0.0%	Maintained	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	15	0.0%	No Performance Level	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	310	0.0%	Very Low	3.3%	Medium	Lower	264	Blue	0.0%	0.0%	Maintained	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	337	0.0%	Very Low	4.0%	Medium	Lower	275	Blue	0.0%	0.0%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	66	1.5%	Medium	5.4%	High	Lower	64	Blue	0.0%	-1.5%	Declined	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	13	0.0%	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	14	7.1%	No Performance Level	2.6%	Medium	--	16	No Color	0.0%	-7.1%	Declined	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Ingenium Charter

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
N	3	2133	Ingenium Charter	285	89.5%	0.0%	0.0%	3.9%	1.4%	42.5%	3.5%	1.4%	0.7%	88.1%	0.0%	0.0%	0.0%	90.5%	18.6%	0.4%	2.8%
			Statewide	5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
			Los Angeles Unified	529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
N	3	2133	Ingenium Charter	304	87.8%	0.0%	0.0%	3.3%	2.3%	40.1%	4.3%	0.3%	2.6%	84.2%	0.0%	0.0%	0.3%	88.5%	16.8%	0.3%	5.3%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Ingenium Charter

RECLASSIFICATION RATES

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
N	3	2133	Ingenium Charter	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Langauge Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

Note: *Reclassification data for 2021-2022 and 2022-2023 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2021-2022 and 2022-2023 Annual Reclassification (RFEP) Counts and Rates this tab will be updated accordingly.

A double dash "--" means that data is not currently available.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesreclass.asp

Ingenium Charter

Long-Term English Learners (LTEL) and "At-Risk"

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

					2022-2023				2023-2024			
RG	BD	Loc Code	School	English Learners	School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
N	3	2133	Ingenium Charter	LTEL 6+ Years	0	0.0%	226,535	11.1%	0	0.0%	211,218	18.1%
				At-Risk 4-5 Years	32	19.5%	144,190	7.1%	26	17.0%	136,190	9.6%
				EL 0-3 Years	78	47.6%	505,487	24.8%	80	52.3%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	12	7.3%	236,323	11.6%	15	9.8%	207,773	10.4%
				EL total	122	74.4%	1,112,535	54.5%	121	79.1%	1,074,833	53.8%
				RFEP	42	25.6%	927,723	45.5%	32	20.9%	924,460	46.2%
				Total (Ever)	164	100.0%	2,040,258	100.0%	153	100.0%	1,999,293	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Ingenium Charter

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
N	3	2133	Ingenium Charter	285	53	18.6%
			Statewide	5,837,690	799,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
N	3	2133	Ingenium Charter	304	51	16.8%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
N	3	2133	Ingenium Charter	85.2%	14.8%	8	0	0	0	0	0	0	0	3	0	19	24	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
N	3	2133	Ingenium Charter	76.5%	23.5%	10	0	0	0	0	0	1	0	7	1	13	19	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID	Intellectual Disability	MD	Multiple Disabilities

Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Schools Within the Community*					State of California			Ingenium Charter				
2023 California School Dashboard - English Language Arts					2023 California School Dashboard - English Language Arts			2023 California School Dashboard - English Language Arts				
Student Group	Number of Students with Scores Median	Performance Level (Color)	Distance From Standard	SWC to State Comparison	Number of Students with Scores	State Performance Level (Color)	Distance From Standard	Number of Students with Scores	School Performance Level (Color)	Distance From Standard	School to SWC Comparison	School to State Comparison
All Students	233	Yellow	-39.4	Lower	2,979,436	Orange	-13.6	173	Orange	-54.4	Lower	Lower
American Indian or Alaska Native	--	--	--	--	12,899	Orange	-47.9	0	--	--	--	--
Asian	36	Blue	138.3	Higher	293,513	Blue	61.8	*	No Color	--	--	--
Black or African American	--	--	--	--	150,225	Orange	-59.6	*	No Color	--	--	--
English Learner	122	Orange	-69.2	Lower	747,678	Orange	-67.7	66	Red	-80.2	Lower	Lower
Filipino	--	--	--	--	69,326	Green	44.0	*	No Color	--	--	--
Foster Youth	--	--	--	--	17,951	Red	-89.2	0	--	--	--	--
Homeless	--	--	--	--	108,052	Orange	-67.9	*	No Color	--	--	--
Latino	190	Yellow	-45.2	Lower	1,676,468	Orange	-40.2	145	Orange	-60.2	Lower	Lower
Native Hawaiian or Pacific Islander	--	--	--	--	12,445	Orange	-32.5	0	--	--	--	--
Socioeconomically Disadvantaged	200	Orange	-41.3	Higher	1,880,388	Orange	-42.6	153	Orange	-60.0	Lower	Lower
Students with Disabilities	43	Red	-113.5	Lower	425,890	Red	-96.3	38	No Color	-83.7	Higher	Higher
Two or More Races	--	--	--	--	131,218	Green	24.3	0	--	--	--	--
White	134	Blue	12.9	Lower	606,054	Green	20.8	*	No Color	--	--	--

* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

Schools Within the Community					State of California			Ingenium Charter				
2023 California School Dashboard - Mathematics					2023 California School Dashboard - Mathematics			2023 California School Dashboard - Mathematics				
Student Group	Number of Students with Scores Median	Status Level	Distance From Standard	SWC to State Comparison	Number of Students with Scores	State Performance Level (Color)	Distance From Standard	Number of Students with Scores	School Performance Level (Color)	Distance From Standard	School to SWC Comparison	School to State Comparison
All Students	233	Orange	-52.1	Lower	2,971,540	Orange	-49.1	172	Yellow	-58.4	Lower	Lower
American Indian or Alaska Native	--	--	--	--	12,876	Yellow	-87.3	0	--	--	--	--
Asian	36	Green	122.7	Higher	293,243	Blue	50.8	*	No Color	--	--	--
Black or African American	--	--	--	--	149,395	Red	-104.5	*	No Color	--	--	--
English Learner	123	Yellow	-69.0	Higher	746,373	Orange	-93.4	66	Yellow	-73.4	Lower	Higher
Filipino	--	--	--	--	69,241	Green	7.4	*	No Color	--	--	--
Foster Youth	--	--	--	--	17,930	Red	-127.4	0	--	--	--	--
Homeless	--	--	--	--	107,605	Red	-101.3	*	No Color	--	--	--
Latino	191	Yellow	-58.6	Higher	1,672,093	Orange	-80.8	145	Yellow	-65.8	Lower	Higher
Native Hawaiian or Pacific Islander	--	--	--	--	12,380	Orange	-71.3	0	--	--	--	--
Socioeconomically Disadvantaged	199	Yellow	-55.0	Higher	1,874,805	Yellow	-80.8	153	Yellow	-63.3	Lower	Higher
Students with Disabilities	43	Orange	-117.3	Higher	425,256	Orange	-127.3	37	No Color	-56.1	Higher	Higher
Two or More Races	--	--	--	--	130,854	Yellow	-7.4	0	--	--	--	--
White	134	Green	10.5	Higher	604,308	Yellow	-11.1	*	No Color	--	--	--

* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

Schools Within the Community					State of California			Ingenium Charter				School to State Comparison
2023 California School Dashboard - English Learner Progress Indicator					2023 California School Dashboard - English Learner Progress Indicator			2023 California School Dashboard - English Learner Progress Indicator				
Student Group	Number of English Learner Students	Performance Level (Color)	Percentage of English Learners making progress towards English proficiency	Schools Within Community to State Comparison	Number of English Learner Students	State Performance Level (Color)	Percentage of English Learners making progress towards English proficiency	Number of English Learner Students	School Performance Level (Color)	Percentage of English Learners making progress towards English proficiency	School to Schools Within Community Comparison	
English Learners	155	Green	53.9%	Higher	829,209	Yellow	48.7%	89	Orange	41.6%	Lower	Lower

* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

Schools Within the Community					State of California			Ingenium Charter				
2023 California School Dashboard - Chronic Absenteeism					2023 California School Dashboard - Chronic Absenteeism			2023 California School Dashboard - Chronic Absenteeism				
Student Group	Number of students enrolled who meet criteria	Performance Level (Color)	Chronic Absenteesim Percentage Median	SWC to State Comparison	Number of students enrolled who met criteria	State Performance Level (Color)	Chronic Absenteeism Percentage	Number of students enrolled who met criteria	School Performance Level (Color)	Chronic Absenteeism Percentage	School to SWC Comparison	School to State Comparison
All Students	521	Yellow	28.9%	Higher	3,989,291	Yellow	24.3%	311	Yellow	40.2%	**Higher**	Higher
American Indian or Alaska Native	--	--	--	--	17,174	Yellow	36.1%	0	--	--	--	--
Asian	35	Green	10.0%	Lower	394,124	Yellow	10.1%	*	No Color	0.0%	--	--
Black or African American	37	Red	32.4%	Lower	199,965	Yellow	36.4%	*	No Color	0.0%	--	--
English Learner	241	Yellow	28.0%	Higher	936,912	Yellow	26.3%	124	Orange	41.9%	Higher	Higher
Filipino	31	No Color	12.9%	Lower	84,796	Yellow	13.8%	*	No Color	15.4%	--	--
Foster Youth	--	--	--	--	27,540	Yellow	33.6%	*	No Color	0.0%	--	--
Homeless	34	No Color	35.3%	Lower	168,554	Yellow	38.7%	*	No Color	0.0%	--	--
Latino	412	Yellow	31.2%	Higher	2,229,431	Yellow	28.4%	263	Yellow	41.8%	Higher	Higher
Native Hawaiian or Pacific Islander	--	--	--	--	16,337	Yellow	37.6%	0	--	--	--	--
Socioeconomically Disadvantaged	463	Yellow	29.2%	Lower	2,544,027	Yellow	29.9%	275	Yellow	41.8%	Higher	Higher
Students with Disabilities	85	Orange	36.4%	Higher	587,635	Yellow	33.1%	64	Orange	50.0%	Higher	Higher
Two or More Races	40	Yellow	17.7%	Lower	237,115	Yellow	21.6%	*	No Color	0.0%	--	--
White	223	Orange	25.8%	Higher	810,349	Yellow	18.5%	*	No Color	50.0%	--	--

* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

Schools Within the Community					State of California			Ingenium Charter				
2023 California School Dashboard - Suspension Rate Indicator					2023 California School Dashboard - Suspension Rate Indicator			2023 California School Dashboard - Suspension Rate Indicator				
Student Group	Number of Students Median	Performance Level (Color)	Students suspended at least once Median	SWC to State Comparison	Number of Students	State Performance Level (Color)	Students suspended at least once	Number of Students	School Performance Level (Color)	Students suspended at least once	School to SWC Comparison	School to State Comparison
All Students	529	Blue	0.2%	Lower	6,019,472	Orange	3.5%	312	Blue	0.0%	Lower	Lower
American Indian or Alaska Native	--	--	--	--	26,981	Orange	7.4%	0	--	--	--	--
Asian	35	Blue	0.0%	Lower	582,802	Green	1.1%	*	No Color	--	--	--
Black or African American	39	Blue	0.0%	Lower	308,426	Red	8.8%	*	No Color	--	--	--
English Learner	249	Blue	0.0%	Lower	1,210,425	Orange	3.7%	125	Blue	0.0%	Same	Lower
Filipino	31	No Color	0.0%	Lower	134,975	Green	1.3%	*	No Color	0.0%	--	--
Foster Youth	--	--	--	--	41,901	Red	13.6%	*	No Color	--	--	--
Homeless	36	No Color	0.0%	Lower	246,480	Orange	6.5%	*	No Color	--	--	--
Latino	418	Blue	0.2%	Lower	3,375,948	Orange	3.8%	264	Blue	0.0%	Lower	Lower
Native Hawaiian or Pacific Islander	--	--	--	--	25,508	Orange	4.9%	0	--	--	--	--
Socioeconomically Disadvantaged	469	Blue	0.1%	Lower	3,792,885	Orange	4.5%	275	Blue	0.0%	Lower	Lower
Students with Disabilities	88	Blue	0.0%	Lower	874,795	Orange	5.9%	64	Blue	0.0%	Same	Lower
Two or More Races	43	Blue	0.0%	Lower	329,799	Orange	3.3%	*	No Color	--	--	--
White	233	Blue	0.0%	Lower	1,235,033	Yellow	2.9%	*	No Color	0.0%	--	--

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* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

Schools Within Community to State Comparison to State Averages

Schools Within Community Medians	ELA			Math			ELPI			Chronic Absenteesim			Suspension		
Student Group	**Ingenium Charter**	**SWC Median**	**State**	**Ingenium Charter**	**SWC Median**	**State**	**Ingenium Charter**	**SWC Median**	**State**	**Ingenium Charter**	**SWC Median**	**State**	**Ingenium Charter**	**SWC Median**	**State**
All Students	-54.4	-39.4	-13.6	-58.4	-52.1	-49.1	41.6%	53.9%	48.7%	40.2%	28.9%	24.3%	0.0%	0.2%	3.5%
American Indian or Alaska Native	--	--	-47.9	--	--	-87.3				--	--	36.1%	--	--	7.4%
Asian	--	138.3	61.8	--	122.7	50.8				0.0%	10.0%	10.1%	--	0.0%	1.1%
Black or African American	--	--	-59.6	--	--	-104.5				0.0%	32.4%	36.4%	--	0.0%	8.8%
English Learner	-80.2	-69.2	-67.7	-73.4	-69.0	-93.4				41.9%	28.0%	26.3%	0.0%	0.0%	3.7%
Filipino	--	--	44.0	--	--	7.4				15.4%	12.9%	13.8%	0.0%	0.0%	1.3%
Foster Youth	--	--	-89.2	--	--	-127.4				0.0%	--	33.6%	--	--	13.6%
Homeless	--	--	-67.9	--	--	-101.3				0.0%	35.3%	38.7%	--	0.0%	6.5%
Latino	-60.2	-45.2	-40.2	-65.8	-58.6	-80.8				41.8%	31.2%	28.4%	0.0%	0.2%	3.8%
Native Hawaiian or Pacific Islander	--	--	-32.5	--	--	-71.3				--	--	37.6%	--	--	4.9%
Socioeconomically Disadvantaged	-60.0	-41.3	-42.6	-63.3	-55.0	-80.8				41.8%	29.2%	29.9%	0.0%	0.1%	4.5%
Students with Disabilities	-83.7	-113.5	-96.3	-56.1	-117.3	-127.3				50.0%	36.4%	33.1%	0.0%	0.0%	5.9%
Two or More Races	--	--	24.3	--	--	-7.4				0.0%	17.7%	21.6%	--	0.0%	3.3%
White	--	12.9	20.8	--	10.5	-11.1				50.0%	25.8%	18.5%	0.0%	0.0%	2.9%

CA Dashboard Indicator	Ingenium Charter 2023	SWC All Students Median 2023	State Average 2023
ELA	-54.4 (DFS)	-39.35 (DFS)	-13.6 (DFS)
Math	-58.4 (DFS)	-52.1 (DFS)	-49.1 (DFS)
ELPI	41.6%	53.9%	48.7%
Chronic Absenteeism	40.2%	28.9%	24.3%
Suspension	0.0%	0.2%	3.5%

Ingenium Charter

Ingenium Charter - 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**	**-72.0**	**-17.5**	**Orange**	**-13.2**	**Lower**
English Learner	Met	Red	-77.4	2.7	Orange	-67.6	Lower
Latino	Met	Red	-77.4	-17.2	Orange	-39.3	Lower
Socioeconomically Disadvantaged	Met	Red	-73.8	-13.8	Orange	-40.9	Lower
Students with Disabilities	Met	Red	-102.0	-18.3	Red	-95.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ingenium Charter - 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**	**-82.0**	**-23.6**	**Orange**	**-47.6**	**Lower**
English Learner	Met	Red	-95.7	-22.3	Orange	-93.4	Lower
Latino	Met	Orange	-92.3	-26.5	Orange	-79.2	Lower
Socioeconomically Disadvantaged	Met	Orange	-86.4	-23.0	Orange	-78.2	Lower
Students with Disabilities	Met	Red	-132.0	-75.9	Red	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ATTACHMENT C

DENIAL OF THE
REQUESTED MATERIAL REVISION FOR
INGENIUM CHARTER
BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT 163
January 14, 2025

I. BACKGROUND

On November 19, 2019, Ingenium Charter ("Petitioner" or "Charter School") was last renewed[1] by the Los Angeles Unified School District ("LAUSD" or "District") Board of Education ("Board") to serve 611 students in grades TK-5 for a five-year term ending on June 30, 2025. However, Education Code section 47607.4 extended the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years, and all charter schools whose term expires on or before January 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Charter School expires on June 30, 2028.

On September 17, 2024, the District began processing Charter School's request to materially revise its charter to move outside of the community from its current site located at 22250 Elkwood St, Canoga Park, CA 91304[2] to a proposed private site located at 6425 Kester Avenue, Van Nuys, CA 91405 ("Proposed Site") in Board District 3 and Region North, Van Nuys/Valley Glen Community of Schools. While there is no applicable statutory or regulatory timeline governing when the chartering authority (i.e., LAUSD Board) must consider the request for a material revision, pursuant to District policy, CSD staff must present its recommendation to the LAUSD Board for consideration within 120 days after processing has commenced.

Pursuant to the Charter Schools Act[3] and the *LAUSD Policy and Procedures for Charter Schools* ("District policy" or "LAUSD policy"),[4] a charter school that proposes to move any of its sites outside of the community[5] must request a material revision to its charter and must undergo community interest and fiscal impact analysis pursuant to Education Code section 47605(c)(7) and 47605(c)(8).[6] For material revisions that require a Community Impact Assessment, petitioners must submit a Community Impact Assessment as part of its application and Staff will assess whether the charter school is demonstrably likely or unlikely to serve the interests of the entire community. The District must also analyze the fiscal impact to existing District schools in the community in which the existing charter school seeks to move to or locate. Any proposed change

[1] On January 5, 2010, Charter School was initially authorized by the LAUSD Board of Education to serve 270 students in grades 6-8 for a five-year term.
[2] Charter School currently operates its program at a co-located District site at Canoga Park Middle.
[3] (Ed. Code, § 47600, *et. seq*.)
[4] https://www.lausd.org/site/default.aspx?PageType=3&ModuleInstanceID=10663&ViewID=C9E0416E-F0E7-4626-AA7B-C14D59F72F85&RenderLoc=0&FlexDataID=96021&PageID=1824&Comments=true
[5] A "community" includes families and individuals who reside, work, and/or are served in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the charter school (inclusive of the proposed additional grade levels being requested, if applicable). The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the charter school's material revision application.
[6] (Ed. Code, § 47607 subd. (a)(3) and (a)(4).)

that would constitute a material revision of the charter must be approved by the LAUSD Board before the change can be implemented.

Based on review of the application for material revision including Charter School's overall record of academic, operational, and fiscal performance, the District has substantial concerns with Petitioner's ability to successfully implement the proposed material revision. If the LAUSD Board denies Charter School's request for material revision of its charter, Charter School must continue to operate under the terms of its current LAUSD Board approved charter.

The discussion below outlines the applicable law and standard for material revisions and analysis concerning whether Charter School's material revision request satisfies the requirements under the Charter Schools Act and District policy.

II. SUMMARY OF APPLICABLE LAW AND DISTRICT POLICY AND STANDARD FOR MATERIAL REVISIONS

Material revisions are governed by the same standards and criteria that apply to new petitions and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Ed. Code, § 47607(a)(2) and (a)(3).) Accordingly, the District determines whether the charter, as amended, would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented. District policy considers the following to be among, but not limited to, those changes constituting a material revision:

- Expansion to one or more additional sites (requires Community Impact Assessment if outside the community)
- Change in location/address outside the community (requires Community Impact Assessment)
- Addition or reduction of grades or grade levels served (expansion of additional grade levels requires a Community Impact Assessment)
- Increased enrollment:
  - For schools occupying non-LAUSD facilities, any increase of more than 20% or 100 students, whichever is less, above the enrollment capacity as approved in the charter
  - For schools occupying LAUSD facilities, an increase above the enrollment capacity which could impact the usage of the site
- Changes to admission preferences or procedures
- Changes to the governance and/or corporate structure and affiliations including, but not limited to:
  - Changes to the articles of incorporation of the entity managing the charter school, including the addition or deletion of any related or affiliated corporations, or sole statutory members; and changes to the number of board members
  - Corporate mergers
- Changes to the instructional and/or education model or design, other than changes required by law, including changes or adding a nonclassroom-based program.
- Change from independent charter school to affiliated charter school status.

The LAUSD Board may deny a request for a material revision if the charter school seeks to locate in a community different from the community the charter school was originally authorized to serve, if the LAUSD Board determines that the charter school is demonstrably unlikely to serve the interests of the entire community pursuant to Education Code sections 47605(c)(7) and 47607(a)(4). As part of the material revision application, and consistent with the Charter Schools Act, the charter school must detail specific facts and circumstances that analyze and consider the following factors:

> (A) The extent to which the proposed material revision request would substantially undermine existing services, academic offerings or programmatic offerings.
>
> (B) Whether the proposed material revision request would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school is located or intends to locate (per the material revision request).

The charter school's material revision application is considered within the context of existing public school choices in communities. This includes consideration of factors that will help the LAUSD Board determine how best to meet the educational needs of all students, including but not limited to factors such as efforts to increase student achievement; trends in declining/increasing enrollment; effective use of district facilities and resources; and, needs to achieve adequacy of funding for public schools. (*See District policy*, pg. 46.)

III. BASIS FOR DENIAL OF CHARTER SCHOOL's MATERIAL REVISION APPLICATION AND DISTRICT STAFF RECOMMENDATION

Based on a review of Charter School's material revision application and its supporting materials, Staff recommends that the LAUSD Board ***deny*** Charter School's material revision application seeking to move to another site outside of the community and adopt the *Denial of the Requested Material Revision for Ingenium Charter* on the basis that:

- Petitioners are demonstrably unlikely to successfully implement the charter, as amended; and
- Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

A. Charter School is Demonstrably Unlikely to Successfully Implement the Petition, as Amended, in that its Proposed Facilities and Financial Plan Presents Serious Concerns about its Sustainability and Viability

In evaluating whether a petitioner is *demonstrably* likely or unlikely to successfully implement the petition, as amended, the LAUSD Board assesses a variety of factors, including the petitioner's past history of involvement in charter schools or other education agencies (public or private), evidence that the petitioners are familiar with the content of the petition and the requirements of law that would apply to the charter school, the financial and operational plan for

the charter school, and the petitioners' background and experience in areas critical to the charter school's success. (*See District policy*, pg. 12.)

In this case, Charter School's financial plan in securing and affording the Proposed Site—estimated to cost approximately $19.5 million—does not present assumptions and supporting documentation to provide reasonable assurances of its viability to bear the full responsibility of the costs of the project. Charter School's most current budget submitted with its material revision relies greatly on meeting enrollment projections. Charter School's Norm Enrollment has decreased by a net 187 students or 39% over the past seven (7) years from 485 in Fiscal Year 2017-2018 to 298 in Fiscal Year 2024-2025 (inclusive of an increase of 10 students in Norm Enrollment for 2024-2025). Yet, Charter School projects an increase in enrollment of 52 students (17%) over its remaining charter term (i.e., Fiscal Years 2025-2026 through 2027-2028) in Charter School's most current budget submitted with its material revision request. Specifically, Charter School's projected student enrollment is 250, 300, and 350 for the Fiscal Years 2025-2026, 2026-2027, and 2027-2028, respectively. This includes Transitional Kindergarten/Kindergarten (TK/K) enrollment of 70 students (28%), 85 students (28%), and 95 students (27%) for each corresponding year.

Based on District staff's review of Charter School's budget and cash flow projections, it is estimated that the school would have to exceed 179 students (or 60% of its current enrollment of 298 students) to maintain fiscal solvency for the remainder of the charter term. Charter School stated that, based on the various surveys conducted on its existing student families, it anticipates that approximately 50% to 81% of its projected enrollment will come from currently enrolled Charter School students, which would leave approximately 19% to 50% of future enrollment from the proposed new facilities' community. Notwithstanding questions that arise with the wide range that the organization presents (50% to 81%), with a history of declining enrollment and a new facility location 8.94 miles away, concerns arise about how many existing students will continue attending the school, even with a transportation plan in place. These concerns are underscored by a survey conducted by Ingenium Schools in July 2024, in which 124 of the 457 families of students enrolled at Ingenium Charter and Ingenium Charter Middle during the 2023-2024 school year responded, representing only 27% of the total families at both schools. This survey revealed that while 100 families (approximately 81%) expressed interest in the proposed school site, 65% of those interested cited concerns about the location, transportation, and/or distance. (*See* Exhibit 1, July 2024 Existing Families Survey Results.)

To sustain the costs of the proposed new facility, Charter School would need to attract additional enrollment from the surrounding community of the proposed location. District staff's review of the Norm Enrollment data provided by the Office of Master Planning and Demographics (MPD) shows that 33 of the 34 of schools within the proposed community where Charter School proposes to relocate were under-enrolled from Fiscal Years 2021-2022 through 2023-2024. (*See* District's staff's detailed analysis under the Enrollment Trends of the Existing District and Charter Schools in the Proposed Community section below.) Further, the academic data discussed below indicates that attracting additional enrollment may be challenging, as Charter School is currently

underperforming academically, compared to other District and charter schools in the proposed community, and there appears to be a duplication of existing programs.[7]

Another school operated by Ingenium Schools, Ingenium Charter Middle—which has also experienced a downward enrollment trend since 2019-2020 as well as academically Low performing per the 2024 California Department of Education Performance Categories—concurrently submitted a material revision application to relocate to the Proposed Site. Based on Staff review of the respective budget and cash flow projections submitted by both Ingenium Charter and Ingenium Charter Middle, the organization's proposal relies on both charter schools relocating to and operating at the Proposed Site to attempt to make the purchase financially viable. However, due to the pre-existing significant under-enrollment in the proposed community, achieving this projected student enrollment presents a difficult and seemingly unrealistic plan considering various factors . Since enrollment is critical in securing and affording the Proposed Site—again, estimated to cost approximately $19.5 million—there is a considerable risk that the required enrollment levels will not be met. Consequently, given Ingenium Schools' financial plan relies on both charter schools operating at the Proposed Site—and considering their academic performance (discussed further below), the enrollment challenges faced by both charter schools, and the estimated cost of the Proposed Site—Charter School's financial and facilities plan presents concerns related to a depletion of cash reserves and funds, potentially resulting in financial insolvency for both Ingenium Schools charter schools in the near future (i.e., in the next three years).

As a related issue, Charter School submitted a prequalification letter from a potential lender, but not a letter of intent (LOI) or a commitment letter.[8] A commitment letter or LOI allows the District, the charter authorizer, to make a more informed decision by evaluating the charter school's ability to secure necessary funding. Without such documentation, there is no assurance that the necessary funding for the Proposed Site will be secured, creating significant uncertainty regarding the feasibility of the Petitioner's proposed purchase.

B. Charter School is Demonstrably Unlikely to Successfully Implement the Petition, as Amended: Low Academic Performance in the Areas of English Language Arts and Math

As shown below, Charter School academic results are not only lower than the state, but lower than the Schools Within the Community (SWC) in English Language Arts (ELA) and Math,

[7] In July 2024, Ingenium Schools conducted a market survey of families in the proposed community, which represented the school as a "new TK-8 Ingenium Charter School." The organization reported 159 responses which showed 90% expressed interest in their program, "with 43.4% wishing to join a waitlist for more information." However, Staff notes that Ingenium Charter and Ingenium Charter Middle are existing schools (not new), with one serving grades TK-5 and the second serving grades 6-8 (not a singular school). Given the factors outlined in this document—along with the distinction between expressed interest and actual commitment or intent to enroll—District staff's concerns persist.

[8] A prequalification letter is a preliminary estimate of the loan amount the organization might qualify for based on limited financial information, while a commitment letter or LOI explicitly confirms the lender's commitment to provide funding under specific terms. It is a standard practice in the industry for lenders to provide preliminary documentation of intent or support based on initial financial evaluations and contingent terms (and a part of the CSD standard review for such projects)—often including the charter authorizer's approval of the charter school's petition or material revision request. The absence of any such documentation may indicate a lack of engagement with or commitment by potential lenders.

which raises concerns about the organization's capacity at present to meet the academic needs of the proposed target community.

As reflected in the 2023 California School Dashboard ELA and Math indicators, both Schools Within the Community (SWC) Median and state are higher compared to Charter School. (*See* Exhibit 2, Schools within the Community Student Group Data Set.)

Schools Within Community Medians	ELA		
Student Group	**Ingenium Charter**	**SWC Median**	**State**
All Students	-54.4	-39.4	-13.6

Schools Within Community Medians	Math		
Student Group	**Ingenium Charter**	**SWC Median**	**State**
All Students	-58.4	-52.1	-49.1

Additionally, Charter School demonstrates low academic performance in that All Students are underperforming in ELA and Math. By way of example, Charter school was lower than the state for All Students when comparing Distance from Standard (DFS) for the past three years, 2021-2022, 2022-2023, and 2023-2024. (*See* Exhibit 3, Ingenium Charter DFS Data Set.)

Ingenium Charter - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-51.1**	**Low**	**-12.2**	**Lower**

Data Sources: CA School Dashboard

Ingenium Charter - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-78.2**	**Low**	**-51.7**	**Lower**

Data Sources: CA School Dashboard

Ingenium Charter - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-54.4**	**-3.3**	**Orange**	**-13.6**	**Lower**

Data Sources: CA School Dashboard

Ingenium Charter - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-58.4**	**19.8**	**Orange**	**-49.1**	**Lower**

Data Sources: CA School Dashboard

Ingenium Charter - 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	**-72.0**	-17.5	**Orange**	**-13.2**	**Lower**
Latino	Met	Red	-77.4	-17.2	**Orange**	-39.3	**Lower**
English Learner	Met	Red	-77.4	2.7	**Orange**	-67.6	**Lower**
Socioeconomically Disadvantaged	Met	Red	-73.8	-13.8	**Orange**	-40.9	**Lower**
Students with Disabilities	Met	Red	-102.0	-18.3	Red	-95.6	**Lower**

Data Sources: CA School Dashboard

Ingenium Charter - 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	**-82.0**	--23.6	**Orange**	**-47.6**	**Lower**
Latino	Met	Orange	-92.3	-26.5	**Orange**	-79.2	**Lower**
English Learner	Met	Red	-95.7	-22.3	**Orange**	-93.4	**Lower**
Socioeconomically Disadvantaged	Met	Orange	-86.4	-23.0	**Orange**	-78.2	**Lower**
Students with Disabilities	Met	Red	-132.0	-75.9	Red	-124.3	**Lower**

Data Sources: CA School Dashboard

C. The Community Impact Assessment and Related District Analysis Shows that Charter School is Demonstrably Unlikely to Serve the Interests of the Entire Community

For material revisions that require a Community Impact Assessment, petitioners are expected to submit a Community Impact Assessment as part of its application. Staff assesses whether the charter school is demonstrably likely or unlikely to serve the interests of the entire community.

The analysis pursuant to Education Code section 47605(c)(7) and *LAUSD policy* is applicable to existing charter schools seeking to move outside of the community.[9]

As indicated in *District policy*, the Community Impact Assessment will be based on an analysis of publicly available information and data (e.g., LAUSD OpenData, LAUSD Unified Enrollment program data, official data from the California Department of Education's website, etc.) and on evidence of community engagement and outreach. Petitioners shall clearly cite and provide sources for all data and information used to inform assertions in their Community Impact Assessment. Concerns related to the Community Impact Assessment for this material revision request are noted below.

1. **Fiscal Impact On the Existing District and Charter Schools in the Proposed Community**

Staff assesses the extent to which the charter school has a fiscal impact to existing District public schools in the community identified by a petitioner. District staff's evaluation of the fiscal impact of the material revision application will include, but not be limited to, the following factors:

- Analysis of estimated total revenue losses for existing District schools
- Review of estimated impacts to staff positions for the District's services and programs (e.g., norm-based, custodial positions, teachers, and other school staff) that support the District's schools in the proposed community (e.g., use of the Electronic School Enrollment Forecast Process (E-CAST) information or the Norm Day enrollment information, whichever is the most current)

If the petitioner submits an application for a material revision request in which there is deemed to be a substantive fiscal impact to existing District schools in the proposed community, this factor may constitute a fact and circumstance leading to the denial recommendation of the material revision request.

Staff's fiscal impact analysis is calculated based on multiple sourced assumptions[10] to provide a projection of Ingenium Charter's potential fiscal impact, collectively, to existing District and charter schools in the proposed target community.

Based on Charter School's projected enrollment (250 students in Fiscal Year 2025-2026, increasing to 350 students by Charter School's renewal year (i.e., Fiscal Year 2027-2028)), the estimated total revenue loss for the District's schools could be $4,350,906 in Fiscal Year 2025-2026, increasing to $6,091,268 by Charter School's renewal year and amounting to $15,663,261 over the period of Ingenium Charter's remaining charter term. Additionally, the aggregate fiscal

[9] (Ed. Code, § 47605, subd. (a)(4); Ed. Code, § 47607, subd. (a)(3).)

[10] Staff's assumptions and analysis utilized in the Fiscal Impact section are primarily based on the following sources: (1) Percentage of students that attend District schools (approximately 92%) and charter schools (approximately 8%) in the proposed community; (2) Average enrollment realization ratio (as a percentage of the aggregate Norm Enrollment over the aggregate petition enrollment rollout) for the charter schools in the proposed community in the most three recent years, which is approximately 87% from Fiscal Years 2021-2022 through 2023-2024. Please see attached *Ingenium Charter Schools within the Community List with Enrollment Data*; (3) Per Pupil Revenue Rate, which is $24,349 in the 2024-2025 academic school year based on LAUSD's "Preliminary Budget 2024-25" (Link); and (4) District school attendance rate of approximately 89% representing the 3-year cumulative average ADA from 2021-2022 through 2023-2024 based on LAUSD's "Preliminary Budget 2024-25" (Link).

impact on the District and charter schools in the proposed community could be $17,025,283 over the period of Ingenium Charter's remaining charter term. Because District revenue is associated with average daily attendance (ADA) rather than enrollment (See 5 C.C.R § 402), the estimated District revenue loss is not directly proportionally associated with the number of students who would attend the charter school. Additionally, as a result of lower enrollment to the District schools, any loss of revenue may be offset by possible reductions in expenditures for the District's services and programs.

Further, and using the same assumptions and the most current District Norms tables (staffing ratios by grade spans), it is also projected that correlative District staff impacts will result based on Ingenium Charter's projected enrollment. For example, the projected staff impact, collectively, for the District schools within the proposed target community could be nine (9) teachers for Fiscal Year 2025-2026 and 12 teachers by Charter School's renewal year (i.e., Fiscal Year 2027-2028). Based on the above analysis, Charter School's material revision request, if approved by the LAUSD Board, could substantively impact (fiscally) existing District schools in the proposed target community.

2. Duplicating Existing Program(s) Currently Offered Within by Existing District and Charter Schools

Petitioner is required to assess the duplication of existing programs currently offered by existing District schools and charter schools in LAUSD, as a whole.[11] Such assessment should consider how its program would duplicate the current program offerings by existing District schools and charter schools. The enrollment trend analysis noted above informs the extent to which existing District programs (and charter schools) have sufficient capacity to serve the students in the proposed location. When assessing the level of duplications and program capacity, the District will consider levels of academic performance of existing District and charter schools in the District, as well as additional relevant factors in its analysis and consideration.

As part of the analysis to determine if Charter School is demonstrably likely to successfully serve the interests of the entire community in which the school is located, Staff reviewed the programs in the community for duplication. Charter School stated in its Community Impact Assessment that the following programs are not duplicative in the proposed community: Student Learning Portfolios, Capacity Matrices, which are implemented through the use of the student portfolios, and Huddles (students connect with each other, set goals, and reflect).

A comparison of Charter School's programs identified in its Community Impact Assessment to programs offered by the existing schools within the proposed community revealed duplication of the programs identified by Charter School as non-duplicative.

Based on the *LAUSD Ready for the World 2022-2026 Strategic Plan* ("Strategic Plan"), the thirty District Schools within the Community currently offer Personalized Learning Systems and Whole-Child Well-Being. The District initiative for learning systems and whole-child student wellness are embedded in *Pillar 1: Academic Excellence* and *Pillar 2: Joy and Wellness* of the Strategic

[11] This analysis applies to District-wide offerings though the specific assessment with the identified community as defined above is relevant to consider "reasonable proximity."

Plan. Given the Strategic Plan is implemented across District schools, in the aggregate, the thirty District Schools within the Community offer similar opportunities in breadth and scope as those listed in Ingenium Charter's Community Impact Assessment.[12]

When assessing the level of duplications and program capacity, the District must consider levels of academic performance of existing District and charter schools in the District, as well as additional relevant factors in its analysis and consideration. In assessing program capacity, such relevant factors may include an analysis of Charter School's academic performance. Here, as described in the Staff Assessment and Recommendation Report in more detail, the community served by Charter School has existing academic needs as the other schools within the community. Ingenium Charter's median performance levels underperform the state in the following academic indicators:
ELA and Math. Additionally, in comparison to the Schools Within the Community and the state, Ingenium Charter's academic performance data does not demonstrate that it is likely to meet existing needs within the community. (See Exhibit 2, Schools within the Community Student Group Data Set.)

Based on the Petitioner's Community Impact Assessment and Staff analysis, there is duplication of existing programs and the existing programs may have sufficient capacity (based on the enrollment trends analysis above) for the students proposed to be served by Charter School. Further, Charter School's low academic achievement data does not demonstrate that Charter School is likely to meet the academic needs in the proposed community.

3. Enrollment Trends of the Existing District and Charter Schools in the Proposed Community

Pursuant to *District policy*, Staff considered the enrollment trends of the existing District schools and charter schools in the proposed targeted community, including whether District and charter schools in the community are at, under, or over their enrollment target or capacity.

Staff's review of the 2023-2024 Norm Enrollment data provided by the MPD and the District Attendance and Enrollment Unit reveals that 33 of the 34 existing District and charter schools within the proposed community where Charter School proposes to relocate were under-enrolled in comparison to their current capacity or projected enrollment. Moreover, the 2023-2024 enrollment data show that the majority of schools within the proposed community were under-enrolled by an average of 58 students; 28 schools under-enrolled by 23 students or more represent 85% of the under-enrolled schools.[13] Enrollment data from Fiscal Years 2021-2022 and 2022-2023 indicate

[12] See: Pillar 1, Priorities 1A and 1C, pages 21-26; and Pillar 2, Priorities 2B and 2C, pages 32-33, *LAUSD Ready for the World 2022-2026 Strategic Plan*

[13] As a way to assess the materiality of the under-enrollment, Staff reviews the extent to which the latest Norm Enrollment data reflects a majority of the existing schools are under-enrolled compared to their capacity at a level equal to or greater than the number required to staff a class according to applicable District Norms tables (in this case, 23:1 in grades K-3 (Link to District Elementary Schools Staffing Ratios for Fiscal Year 2024-25), and 26:1 in 4, 5, and 6 (Link to District Elementary Schools Staffing Ratios for Fiscal Year 2024-25). If a majority of schools fall within this category, Staff deems there to be prevalent under-enrollment in the community. Among other considerations, this analysis may help determine if a proposed new charter school or a material revision request has a substantially undermining impact to the existing District and charter schools.

similar under-enrollment trends in the proposed community. Specifically, the enrollment data reflects that a majority of the schools within the community were under-enrolled for both school years. The schools that were under-enrolled by 23 students or more represented 76% and 85% of the under-enrolled schools for Fiscal Years 2021-2022 and 2022-2023, respectively.

As related context, Charter School reported a Norm Enrollment of 288 students for Fiscal Year 2023-2024, falling short of its projected enrollment of 603 students for Fiscal Year 2023-2024 in the enrollment roll-out plan included in its operative charter. This represents a shortfall of 315 students (or 52%).

Based on the data referenced above, the majority of schools within the community are under-enrolled at a level equal to or greater than the number that could impact programmatic offerings (i.e., staffing a class), which indicates prevalent under-enrollment. (*See* Exhibit 4, Ingenium Charter Schools within the Community List with Enrollment Data.)

IV. RECOMMENDATION

As established above, and consistent with the Charter Schools Act and *District policy*, Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition, as amended, and are demonstrably unlikely to serve the interests of the entire community in which the school is proposing to move to or locate. Therefore, Staff recommends that the LAUSD Board adopt the *Denial of the Requested Material Revision for Ingenium Charter* as its own. Staff requests that pursuant to the above grounds for denial, the LAUSD Board adopt the *Denial of the Requested Material Revision for Ingenium Charter* and deny the material revision request for Ingenium Charter.

Exhibits available for perusal at the following link:
https://drive.google.com/drive/folders/1IwAHuhWHTmFE1DjSM8fbGIk8YMH9jvyc?usp=drive_link

ATTACHMENT D

Ingenium Charter Schools within the Community List with Enrollment Data

Charter

1089

No.	LOCN	CCC	SITE NAME	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	BD	PHYSICAL REGION	COS AFFILIATION	21-22 (Enrollment Roll-Out Plan Per Petition)	21-22 NORM DAY ENROLLMENT	Over-(Under-) Enrollment
1	7757	1775701	Ararat Charter	1. 6555 SYLMAR AVE 2. 13400 ERWIN ST	VAN NUYS	91401	CSI	TK-5	3 6	N	Van Nuys/Valley Glen CoS	340	323	(17)
2	8121	1812101	Ivy Bound Math, Sci & Tech	15355 MORRISON ST	SHERMAN OAKS	91403	CSI	5-8	3	N	Van Nuys/Valley Glen CoS	240	161	(79)
3	5162	1516201	Valor Acad Chrtr	9034 BURNET AVE	NORTH HILLS	91343	CSI	5-8	6	N	Monroe CoS	496	509	13
4	7580	1758001	Valor Academy	8755 WOODMAN AVE	ARLETA	91331	CSI	TK-4	6	N	Monroe CoS	468	371	(97)
												1,544	**1,364**	**(180)**
			Checking (s/b 0)											0

The petitioner's enrollment data:

No.	LOCN	CCC	SITE NAME	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	BD	PHYSICAL REGION	COS AFFILIATION	2021-22 (Enrollment Roll-Out Plan Per Petition)	2021-22 NORM DAY ENROLLMENT	Over-(Under-) Enrollment
1	2133	1213301	INGENIUM CHARTER	22250 Elkwood St.	Canoga Park	91304	ES	TK-5	3	N	Canoga Park/Chatsworth CoS	533	350	(183)

No.	LOCN	CCC	SITE NAME	% Over-(Under-) Enrollment	2022-23 (Enrollment Roll-Out Plan Per Petition)	2022-23 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2023-24 (Enrollment Roll-Out Plan Per Petition)	2023-24 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	7757	1775701	Ararat Charter	-5%	340	320	(20)	-6%	340	337	(3)	-1%
2	8121	1812101	Ivy Bound Math, Sci & Tech	-33%	240	137	(103)	-43%	240	127	(113)	-47%
3	5162	1516201	Valor Acad Chrtr	3%	496	508	12	2%	496	508	12	2%
4	7580	1758001	Valor Academy	-21%	468	371	(97)	-21%	468	373	(95)	-20%
				-12%	**1,544**	**1,336**	**(208)**	**-13%**	**1,544**	**1,345**	**(199)**	**-13%**
			Checking (s/b 0)	0%			0	0%			0	0%

The petitioner's enrollment data:

No.	LOCN	CCC	SITE NAME	% Over-(Under-) Enrollment	2022-23 (Enrollment Roll-Out Plan Per Petition)	2022-23 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2023-24 (Enrollment Roll-Out Plan Per Petition)	2023-24 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	2133	1213301	INGENIUM CHARTER	-34%	547	303	(244)	-45%	603	288	(315)	-52%

Ingenium Charter Schools within the Community List with Enrollment Data
Schools Within Community

1091

No.	LOCN	CCC	SITE NAME	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	BD	PHYSICAL REGION	COS AFFILIATION	2021-22 CAPACITY	2021-22 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	7398	1739801	Alta California	14859 W RAYEN ST	PANORAMA CITY	91402	ES	K-5	6	6	Monroe CoS	665	632	(33)	-5%
2	7757	1775701	Ararat Charter	1. 6555 SYLMAR AVE 2. 13400 ERWIN ST	VAN NUYS	91401	CSI	1	3 6	TK-5	Van Nuys/Valley Glen CoS	340	323	(17)	-5%
3	2323	1232301	Bassett St	15756 BASSETT ST	VAN NUYS	91406	ES	K-5	3	3	Reseda CoS	649	544	(105)	-16%
4	2658	1265801	Burton St	8111 CALHOUN AVE	PANORAMA CITY	91402	ES	K-5	6	6	Panorama City CoS	281	262	(19)	-7%
5	7401	1740101	Cardenas	6900 N CALHOUN AVE	VAN NUYS	91405	ES	K-5	3	3	Van Nuys/Valley Glen CoS	454	415	(39)	-9%
6	2959	1295901	Chandler	14030 WEDDINGTON ST	VAN NUYS	91401	ES	K-5	3	3	Van Nuys/Valley Glen CoS	451	396	(55)	-12%
7	3014	1301401	Chase St	14041 CHASE ST	PANORAMA CITY	91402	ES	K-5	6	6	Monroe CoS	501	429	(72)	-14%
8	3137	1313701	Cohasset St	15810 SATICOY ST	VAN NUYS	91406	ES	K-5	3	3	Monroe CoS	458	409	(49)	-11%
9	3151	1315101	Coldwater Canyon	6850 COLDWATER CANYON AVE	NO HOLLYWOOD	91605	ES	K-5	6	6	Van Nuys/Valley Glen CoS	638	570	(68)	-11%
10	7432	1743201	Columbus Ave	6700 COLUMBUS AVE	VAN NUYS	91405	ES	K-5	3	3	Van Nuys/Valley Glen CoS	416	399	(17)	-4%
11	3438	1343801	Dixie Canyon Comm Chrtr	4220 DIXIE CANYON AVE	SHERMAN OAKS	91423	CCAES	TK-5	3	3	Van Nuys/Valley Glen CoS	664	634	(30)	-5%
12	3630	1363001	Erwin St	13400 ERWIN ST V	VAN NUYS	91401	ES	K-5	6	6	Van Nuys/Valley Glen CoS	721	564	(157)	-22%
13	4110	1411001	Gault St	17000 GAULT ST V	VAN NUYS	91406	ES	K-5	3	3	Reseda CoS	288	266	(22)	-8%
14	4493	1449301	Hazeltine Ave	7150 HAZELTINE AV	VAN NUYS	91405	ES	K-5	3	3	Van Nuys/Valley Glen CoS	613	597	(16)	-3%
15	4521	1452101	Hesby Oaks Leadership Chrtr	15530 HESBY ST	ENCINO	91436	CCASS	2	4	TK-8	Reseda CoS	522	482	(40)	-8%
16	8121	1812101	Ivy Bound Math, Sci & Tech	15355 MORRISON ST	SHERMAN OAKS	91403	CSI	3	3	5-8	Van Nuys/Valley Glen CoS	240	161	(79)	-33%
17	4726	1472601	Kester Ave	5353 KESTER AVE	VAN NUYS	91411	ES	K-5	3	3	Van Nuys/Valley Glen CoS	867	840	(27)	-3%
18	4760	1476001	Kittridge St	13619 KITTRIDGE ST	VAN NUYS	91401	ES	K-5	6	6	Van Nuys/Valley Glen CoS	694	666	(28)	-4%
19	4775	1477501	Langdon Ave	8817 LANGDON AVE	NORTH HILLS	91343	ES	K-5	6	6	Monroe CoS	576	520	(56)	-10%
20	5342	1534201	Monlux	6051 BELLAIRE AVE	NO HOLLYWOOD	91606	ES	K-5	6	6	Van Nuys/Valley Glen CoS	731	631	(100)	-14%
21	5603	1560301	Noble Ave	8329 NOBLE AVE	NO HOLLYWOOD	91343	ES	K-5	6	6	Panorama City CoS	741	699	(42)	-6%
22	2302	1230201	Obama	8150 CEDROS AVE	PANORAMA CITY	91402	ES	K-5	6	6	Panorama City CoS	638	558	(80)	-13%
23	5604	1560401	Panorama City	8600 KESTER AVE	PANORAMA CITY	91402	ES	K-5	6	6	Monroe CoS	475	468	(7)	-1%
24	3576	1357601	Parks Lrng Ctr	8855 NOBLE AVE	NORTH HILLS	91343	ES	K-5	6	6	Monroe CoS	733	556	(177)	-24%
25	4776	1477601	Primary Academy for Success	9075 WILLIS AVE	PANORAMA CITY	91402	ES	K-2	6	6	Monroe CoS	216	207	(9)	-4%
26	6192	1619201	Ranchito Ave	7940 RANCHITO AVE	PANORAMA CITY	91402	ES	K-5	6	6	Panorama City CoS	524	417	(107)	-20%
27	6315	1631501	Riverside Dr Chrtr	13061 RIVERSIDE DR	SHERMAN OAKS	91423	CCAES	TK-5	3	3	Van Nuys/Valley Glen CoS	411	399	(12)	-3%
28	6565	1656501	Saticoy	7850 ETHEL AVE	NO HOLLYWOOD	91605	ES	K-5	6	6	Sun Valley CoS	555	494	(61)	-11%
29	6699	1669901	Sherman Oaks Chrtr	14755 GREENLEAF ST	SHERMAN OAKS	91403	CCAES	4	3	TK-5	Van Nuys/Valley Glen CoS	728	538	(190)	-26%
30	7027	1702701	Sylvan Park	6238 NOBLE AVE V	VAN NUYS	91411	ES	K-5	3	3	Van Nuys/Valley Glen CoS	759	653	(106)	-14%
31	7384	1738401	Valerio St	15035 VALERIO ST	VAN NUYS	91405	ES	K-5	6	6	Panorama City CoS	715	669	(46)	-6%
32	5162	1516201	Valor Acad Chrtr	9034 BURNET AVE	NORTH HILLS	91343	CSI	5	6	5-8	Monroe CoS	496	509	13	3%
33	7580	1758001	Valor Academy	8755 WOODMAN AVE	ARLETA	91331	CSI	6	6	TK-4	Monroe CoS	468	371	(97)	-21%
34	7438	1743801	Van Nuys	6464 SYLMAR AVE	VAN NUYS	91401	ES	K-5	3	3	Van Nuys/Valley Glen CoS	468	419	(49)	-10%
											TOTAL	18,696	16,697	(1,999)	-11%

	FY 2021-22
Total Count of District and Charter Schools Within the Community	**34**
(A) Count Under-Enrolled	**33**
(B) Count Under-Enrolled by 23 students or more	**25**
% of (B) of (A)	**76%**
Average Students of (B)	**(76)**

3-Year Average Enrollment Realization Rate (District & Charter Schools)

3-Year Average Enrollment Realization Rate (District Schools Only)

3-Year Average Enrollment Realization Ratio Within the Community (Charters Schools only)

3-Year Average % of Total Student Enrollment Attending District Schools Within the Proposed or Existing Community

3-Year Average % of Total Student Enrollment Attending Charter Schools

Ingenium Charter Schools within the Community List with Enrollment Data
Schools Within Community

No.	LOCN	CCC	SITE NAME	2022-23 CAPACITY	2022-23 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2023-24 CAPACITY	2023-24 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	7398	1739801	Alta California	642	622	(20)	-3%	751	619	(132)	-18%
2	7757	1775701	Ararat Charter	340	320	(20)	-6%	340	337	(3)	-1%
3	2323	1232301	Bassett St	648	590	(58)	-9%	686	609	(77)	-11%
4	2658	1265801	Burton St	287	277	(10)	-3%	335	274	(61)	-18%
5	7401	1740101	Cardenas	458	428	(30)	-7%	429	399	(30)	-7%
6	2959	1295901	Chandler	531	392	(139)	-26%	555	416	(139)	-25%
7	3014	1301401	Chase St	483	461	(22)	-5%	481	466	(15)	-3%
8	3137	1313701	Cohasset St	521	479	(42)	-8%	542	484	(58)	-11%
9	3151	1315101	Coldwater Canyon	662	609	(53)	-8%	641	601	(40)	-6%
10	7432	1743201	Columbus Ave	467	429	(38)	-8%	424	398	(26)	-6%
11	3438	1343801	Dixie Canyon Comm Chrtr	633	606	(27)	-4%	702	645	(57)	-8%
12	3630	1363001	Erwin St	632	592	(40)	-6%	639	616	(23)	-4%
13	4110	1411001	Gault St	292	264	(28)	-10%	334	292	(42)	-13%
14	4493	1449301	Hazeltine Ave	701	636	(65)	-9%	692	643	(49)	-7%
15	4521	1452101	Hesby Oaks Leadership Chrtr	563	503	(60)	-11%	558	532	(26)	-5%
16	8121	1812101	Ivy Bound Math, Sci & Tech	240	137	(103)	-43%	240	127	(113)	-47%
17	4726	1472601	Kester Ave	865	835	(30)	-3%	905	882	(23)	-3%
18	4760	1476001	Kittridge St	765	696	(69)	-9%	819	711	(108)	-13%
19	4775	1477501	Langdon Ave	545	522	(23)	-4%	564	519	(45)	-8%
20	5342	1534201	Monlux	784	643	(141)	-18%	665	658	(7)	-1%
21	5603	1560301	Noble Ave	759	722	(37)	-5%	713	697	(16)	-2%
22	2302	1230201	Obama	635	556	(79)	-12%	587	555	(32)	-5%
23	5604	1560401	Panorama City	448	438	(10)	-2%	495	473	(22)	-4%
24	3576	1357601	Parks Lrng Ctr	640	538	(102)	-16%	581	511	(70)	-12%
25	4776	1477601	Primary Academy for Success	240	210	(30)	-13%	236	213	(23)	-10%
26	6192	1619201	Ranchito Ave	497	398	(99)	-20%	468	418	(50)	-11%
27	6315	1631501	Riverside Dr Chrtr	412	385	(27)	-7%	431	404	(27)	-6%
28	6565	1656501	Saticoy	555	504	(51)	-9%	577	506	(71)	-12%
29	6699	1669901	Sherman Oaks Chrtr	577	494	(83)	-14%	585	498	(87)	-15%
30	7027	1702701	Sylvan Park	681	646	(35)	-5%	721	662	(59)	-8%
31	7384	1738401	Valerio St	746	698	(48)	-6%	734	701	(33)	-4%
32	5162	1516201	Valor Acad Chrtr	496	508	12	2%	496	508	12	2%
33	7580	1758001	Valor Academy	468	371	(97)	-21%	468	373	(95)	-20%
34	7438	1743801	Van Nuys	475	433	(42)	-9%	476	436	(40)	-8%
				18,688	**16,942**	**(1,746)**	**-9%**	**18,870**	**17,183**	**(1,687)**	**-9%**

	FY 2022-23	FY 2023-24
Total Count of District and Charter Schools Within the Community	**34**	**34**
(A) Count Under-Enrolled	**33**	**33**
(B) Count Under-Enrolled by 23 students or more	**28**	**28**
% of (B) of (A)	**85%**	**85%**
Average Students of (B)	**(60)**	**(58)**
3-Year Average Enrollment Realization Rate (District & Charter Schools)		90%
3-Year Average Enrollment Realization Rate (District Schools Only)		90%
3-Year Average Enrollment Realization Ratio Within the Community (Charters Schools only)		87%
3-Year Average % of Total Student Enrollment Attending District Schools Within the Proposed or Existing Community		92%
3-Year Average % of Total Student Enrollment Attending Charter Schools		8%

No.	LOCN	CCC	SITE NAME	ZIP CODE	TYPE	CONFIG	BD	PHYSICAL REGION	COS AFFILIATION	2021-22 CAPACITY	2021-22 NORM DAY ENROLLMENT
1	7398	1739801	Alta California	91402	ES	K-5	6	N	Monroe CoS	665	632
2	2323	1232301	Bassett St	91406	ES	K-5	3	N	Reseda CoS	649	544
3	2658	1265801	Burton St	91402	ES	K-5	6	N	Panorama City CoS	281	262
4	7401	1740101	Cardenas	91405	ES	K-5	3	N	Van Nuys/Valley Glen CoS	454	415
5	2959	1295901	Chandler	91401	ES	K-5	3	N	Van Nuys/Valley Glen CoS	451	396
6	3014	1301401	Chase St	91402	ES	K-5	6	N	Monroe CoS	501	429
7	3137	1313701	Cohasset St	91406	ES	K-5	3	N	Monroe CoS	458	409
8	3151	1315101	Coldwater Canyon	91605	ES	K-5	6	N	Van Nuys/Valley Glen CoS	638	570
9	7432	1743201	Columbus Ave	91405	ES	K-5	3	N	Van Nuys/Valley Glen CoS	416	399
10	3438	1343801	Dixie Canyon Comm Chrtr	91423	CCAES	TK-5	3	N	Van Nuys/Valley Glen CoS	664	634
11	3630	1363001	Erwin St	91401	ES	K-5	6	N	Van Nuys/Valley Glen CoS	721	564
12	4110	1411001	Gault St	91406	ES	K-5	3	N	Reseda CoS	288	266
13	4521	1452101	Hesby Oaks Leadership Chrtr	91436	CCASS	TK-8	4	N	Reseda CoS	522	482
14	4493	1449301	Hazeltine Ave	91405	ES	K-5	3	N	Van Nuys/Valley Glen CoS	613	597
15	4726	1472601	Kester Ave	91411	ES	K-5	3	N	Van Nuys/Valley Glen CoS	867	840
16	4760	1476001	Kittridge St	91401	ES	K-5	6	N	Van Nuys/Valley Glen CoS	694	666
17	4775	1477501	Langdon Ave	91343	ES	K-5	6	N	Monroe CoS	576	520
18	5342	1534201	Monlux	91606	ES	K-5	6	N	Van Nuys/Valley Glen CoS	731	631
19	5603	1560301	Noble Ave	91343	ES	K-5	6	N	Panorama City CoS	741	699
20	2302	1230201	Obama	91402	ES	K-5	6	N	Panorama City CoS	638	558
21	5604	1560401	Panorama City	91402	ES	K-5	6	N	Monroe CoS	475	468
22	3576	1357601	Parks Lrng Ctr	91343	ES	K-5	6	N	Monroe CoS	733	556
23	4776	1477601	Primary Academy for Success	91402	ES	K-2	6	N	Monroe CoS	216	207
24	6192	1619201	Ranchito Ave	91402	ES	K-5	6	N	Panorama City CoS	524	417
25	6315	1631501	Riverside Dr Chrtr	91423	CCAES	TK-5	3	N	Van Nuys/Valley Glen CoS	411	399
26	6565	1656501	Saticoy	91605	ES	K-5	6	N	Sun Valley CoS	555	494
27	6699	1669901	Sherman Oaks Chrtr	91403	CCAES	TK-5	3	N	Van Nuys/Valley Glen CoS	728	538
28	7027	1702701	Sylvan Park	91411	ES	K-5	3	N	Van Nuys/Valley Glen CoS	759	653
29	7384	1738401	Valerio St	91405	ES	K-5	6	N	Panorama City CoS	715	669
30	7438	1743801	Van Nuys	91401	ES	K-5	3	N	Van Nuys/Valley Glen CoS	468	419
										17,152	**15,333**

No.	LOCN	CCC	SITE NAME	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2022-23 CAPACITY	2022-23 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2023-24 CAPACITY
1	7398	1739801	Alta California	(33)	-5%	642	622	(20)	-3%	751
2	2323	1232301	Bassett St	(105)	-16%	648	590	(58)	-9%	686
3	2658	1265801	Burton St	(19)	-7%	287	277	(10)	-3%	335
4	7401	1740101	Cardenas	(39)	-9%	458	428	(30)	-7%	429
5	2959	1295901	Chandler	(55)	-12%	531	392	(139)	-26%	555
6	3014	1301401	Chase St	(72)	-14%	483	461	(22)	-5%	481
7	3137	1313701	Cohasset St	(49)	-11%	521	479	(42)	-8%	542
8	3151	1315101	Coldwater Canyon	(68)	-11%	662	609	(53)	-8%	641
9	7432	1743201	Columbus Ave	(17)	-4%	467	429	(38)	-8%	424
10	3438	1343801	Dixie Canyon Comm Chrtr	(30)	-5%	633	606	(27)	-4%	702
11	3630	1363001	Erwin St	(157)	-22%	632	592	(40)	-6%	639
12	4110	1411001	Gault St	(22)	-8%	292	264	(28)	-10%	334
13	4521	1452101	Hesby Oaks Leadership Chrtr	(40)	-8%	563	503	(60)	-11%	558
14	4493	1449301	Hazeltine Ave	(16)	-3%	701	636	(65)	-9%	692
15	4726	1472601	Kester Ave	(27)	-3%	865	835	(30)	-3%	905
16	4760	1476001	Kittridge St	(28)	-4%	765	696	(69)	-9%	819
17	4775	1477501	Langdon Ave	(56)	-10%	545	522	(23)	-4%	564
18	5342	1534201	Monlux	(100)	-14%	784	643	(141)	-18%	665
19	5603	1560301	Noble Ave	(42)	-6%	759	722	(37)	-5%	713
20	2302	1230201	Obama	(80)	-13%	635	556	(79)	-12%	587
21	5604	1560401	Panorama City	(7)	-1%	448	438	(10)	-2%	495
22	3576	1357601	Parks Lrng Ctr	(177)	-24%	640	538	(102)	-16%	581
23	4776	1477601	Primary Academy for Success	(9)	-4%	240	210	(30)	-13%	236
24	6192	1619201	Ranchito Ave	(107)	-20%	497	398	(99)	-20%	468
25	6315	1631501	Riverside Dr Chrtr	(12)	-3%	412	385	(27)	-7%	431
26	6565	1656501	Saticoy	(61)	-11%	555	504	(51)	-9%	577
27	6699	1669901	Sherman Oaks Chrtr	(190)	-26%	577	494	(83)	-14%	585
28	7027	1702701	Sylvan Park	(106)	-14%	681	646	(35)	-5%	721
29	7384	1738401	Valerio St	(46)	-6%	746	698	(48)	-6%	734
30	7438	1743801	Van Nuys	(49)	-10%	475	433	(42)	-9%	476
				(1,819)	**-11%**	**17,144**	**15,606**	**(1,538)**	**-9%**	**17,326**

No.	LOCN	CCC	SITE NAME	2023-24 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	7398	1739801	Alta California	619	(132)	-18%
2	2323	1232301	Bassett St	609	(77)	-11%
3	2658	1265801	Burton St	274	(61)	-18%
4	7401	1740101	Cardenas	399	(30)	-7%
5	2959	1295901	Chandler	416	(139)	-25%
6	3014	1301401	Chase St	466	(15)	-3%
7	3137	1313701	Cohasset St	484	(58)	-11%
8	3151	1315101	Coldwater Canyon	601	(40)	-6%
9	7432	1743201	Columbus Ave	398	(26)	-6%
10	3438	1343801	Dixie Canyon Comm Chrtr	645	(57)	-8%
11	3630	1363001	Erwin St	616	(23)	-4%
12	4110	1411001	Gault St	292	(42)	-13%
13	4521	1452101	Hesby Oaks Leadership Chrtr	532	(26)	-5%
14	4493	1449301	Hazeltine Ave	643	(49)	-7%
15	4726	1472601	Kester Ave	882	(23)	-3%
16	4760	1476001	Kittridge St	711	(108)	-13%
17	4775	1477501	Langdon Ave	519	(45)	-8%
18	5342	1534201	Monlux	658	(7)	-1%
19	5603	1560301	Noble Ave	697	(16)	-2%
20	2302	1230201	Obama	555	(32)	-5%
21	5604	1560401	Panorama City	473	(22)	-4%
22	3576	1357601	Parks Lrng Ctr	511	(70)	-12%
23	4776	1477601	Primary Academy for Success	213	(23)	-10%
24	6192	1619201	Ranchito Ave	418	(50)	-11%
25	6315	1631501	Riverside Dr Chrtr	404	(27)	-6%
26	6565	1656501	Saticoy	506	(71)	-12%
27	6699	1669901	Sherman Oaks Chrtr	498	(87)	-15%
28	7027	1702701	Sylvan Park	662	(59)	-8%
29	7384	1738401	Valerio St	701	(33)	-4%
30	7438	1743801	Van Nuys	436	(40)	-8%
				15,838	**(1,488)**	**-9%**

Instructions for Completing this Community Impact Assessment Template for Material Revision Requests

Per the Material Revision and the Facilities sections of the *LAUSD Policy and Procedures for Charter Schools*, a Community Impact Assessment is required when a charter school seeks:

1. Expansion to one or more additional sites (if outside the community, as defined in the *LAUSD Policy and Procedures for Charter Schools*)
2. Change in location/address outside the community (as defined in the *LAUSD Policy and Procedures for Charter Schools)*
3. Expansion of additional grade levels served

Please review the instructions and template carefully to complete the Community Impact Assessment (as part of the Material Revision application for consideration by the LAUSD Board of Education).

Please note: Prior to beginning work on the Community Impact Assessment, please contact the Charter Schools Division for a list of Schools within the Community (i.e., the District and charter schools serving any of the same grade levels proposed to be served by the charter school within the identified geographical area).

"To assist in the determination whether the charter school requesting an expansion or change in location/address is demonstrably likely or unlikely to serve the interests of the entire community in which the school proposes to locate or expand, the charter school must submit a Community Impact Assessment as part of its material revision request. The Community Impact Assessment will be based on analysis of publicly available information and data (e.g., LAUSD OpenData, LAUSD Unified Enrollment program data, official data from the California Department of Education's website, etc.) and on evidence of community engagement and outreach. The charter school shall clearly cite and provide sources for all data and information used to inform assertions in their Community Impact Assessment" (*LAUSD Policy and Procedures for Charter Schools*).

Please note that "**community**" and "**identified geographical area**" are defined as follows in the *LAUSD Policy and Procedures for Charter Schools*:

> "For purposes of this Policy and Procedures, a 'community' includes families and individuals who reside, work, and/or are served in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the charter school (inclusive of the proposed additional grade level(s) being requested, if applicable). The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the charter school's material revision application. Thus, petitioners will consider the existing

> District and charter schools operating within the Community of Schools and three-mile radius."

Please ensure that the terms used in the narrative response sections below are consistent with the definitions above and other applicable sections of the *LAUSD Policy and Procedures for Charter Schools.*

Prior to submission of the Community Impact Assessment as part of the Material Revision, please contact your assigned Charter Schools Division administrator to establish a Dropbox folder for your submission. Please create a folder titled "Community Impact Assessment" and include this completed template in the top level of the folder. Within this folder, create separate subfolders to store evidence corresponding to each section of the Community Impact Assessment and title each subfolder accordingly (e.g., "Section 1 Evidence", "Section 2 Evidence", etc.). Please ensure that all pieces of evidence included in each subfolder are clearly labeled with a unique file name.

In all sections below, there are spaces to include narrative responses to questions, as well as a separate area to list all evidence supporting the assertions in the narrative responses.

In the **Evidence** table for each section below, list each source of evidence on a separate row with a corresponding number in the "Citation" column. Each row should include the following:

- **File Name:** The name of the file as it appears in the evidence folder submitted to Dropbox.
- **Link*** (optional)**:** A URL link to the file's Dropbox location (hyperlinks or shortened links are preferred).
- **Description of Evidence:** A brief description of the evidence.

*Please note that some sources of evidence (e.g., CA School Dashboard data) may be updated after submission. For this reason, a link to a time-stamped copy of the data (e.g., print out, screen shot, etc.) is preferable to a URL address of the original source.

Within the narrative response(s) of each section below, please clearly cite the specific evidence supporting each statement asserted by the petitioner using the number(s) from the "Citation" column in the Evidence table. If a statement is supported by more than one piece of evidence listed in the Evidence table, include all citation numbers, separated by commas. If a piece of evidence supports statements in multiple sections, please list the evidence in only one section's Evidence table and refer to that citation number in each Narrative response as appropriate.

For example:

> *[Statement asserted by the petitioner]* (1.2). *[Statement asserted by the petitioner]* (1.1, 2.6, and 5.3).

Types of evidence that may be provided as part of the Community Impact Assessment include, but are not limited to, emails and other correspondence, CA Dashboard reports, demographic data, maps, multilingual notices/flyers, presentation materials, meeting agendas, sign-in sheets, survey results, etc.

If there are more than 10 pieces of evidence for a particular section, please insert additional rows in the Evidence table for that section and number the citation number accordingly (e.g., 1.11, 1.12, 1.13, etc.).

Note: This document is subject to change. Prior to submission, please check the CSD website to ensure you are using the most current version of the template.

For additional reference, please review the *LAUSD Policy and Procedures for Charter Schools*.

COMMUNITY IMPACT ASSESSMENT TEMPLATE
(Material Revision Request)

GENERAL INFORMATION		
Name of Charter School	INGENIUM CHARTER SCHOOL ("ICS")	INGENIUM CHARTER MIDDLE SCHOOL ("ICMS")
Current location (street address, city, and zip code)	22250 Elkwood Street Canoga Park, CA 91304 (Co-located with Canoga Park Middle School)	7330 Winnetka Ave, Winnetka, CA 91306 (Co-located with Sutter Middle School)
Current LAUSD Community of Schools	CANOGA PARK/CHATSWORTH	CLEVELAND
Current LAUSD Board District	3	4
Current LAUSD Region (formerly Local District)	NORTH	NORTH
Current Grade Levels Authorized to Serve per Approved Charter	TK-5	6-8
Current Enrollment Capacity Authorized per Approved Charter (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	574	270
Current Enrollment	300	200
Indicate Requested Material Revision	☐ Expansion to one or more additional sites outside the community as defined by *LAUSD Policy and Procedures for Charter Schools* ☒ Change in location/address outside the community as	☐ Expansion to one or more additional sites outside the community as defined by *LAUSD Policy and Procedures for Charter Schools* ☒ Change in location/address outside the community as

	defined by *LAUSD Policy and Procedures for Charter Schools* ☐ Expansion of additional grade levels served	defined by *LAUSD Policy and Procedures for Charter Schools* ☐ Expansion of additional grade levels served

SECTION 1:
IDENTIFICATION of the COMMUNITY for the PROPOSED MATERIAL REVISION

NARRATIVE

a. In the space below, identify and describe the community in which the proposed additional site or new site (for a move) will be located, or the proposed expansion of additional grade levels served will occur.

1a Community Description

Ingenium, pending the approval of LAUSD, plans for the 2025-26 school year to relocate two of our charter schools, ICS and ICMS, from their current separate Prop 39 co-locations to a single private facility at 6725 Kester Avenue, Van Nuys, CA 91405 ("Kester Ave Location").[1] While ICMS originally was located on the same campus as ICS, due to growth, the two schools separated several years ago. Currently, ICS is co-located via Prop 39 at Canoga Park MS, and ICMS is co-located via Prop 39 at Sutter MS. This move will allow us to once again serve a full TK-8 continuum on the same campus, which we believe is better for our students, families, teachers and staff.

The new Kester Ave Location is 8.86 miles from the current ICS Prop 39 site and 6.53 miles from the current ICMS Prop 39 site.

After a lengthy facilities investigation and complex process, Ingenium is thrilled to have entered into a Purchase and Sale Agreement for the Kester Ave Location, with a 120 day "due diligence" period that expires in November 2024.[2] We believe moving ICS+ICMS to this new campus will solve the ongoing Prop 39 challenges at two LAUSD campuses, and that this move will be beneficial for both Ingenium and the District.

[1] Ingenium Schools currently operates three charter schools, including ICS, ICMS, and our first school, Barack Obama Charter School, a TK-5 school located in Compton and authorized by Compton Unified School District (CUSD). A fourth school, Ingenium Clarion Middle School, was voluntarily closed at the end of the 2023-24 school year due to a lack of appropriate facilities. After occupying a Prop 39 co-location for many years, CUSD refused to renew our Alternative Agreement under Prop 39 when the Clarion's in-district enrollment fell below 80 students (CUSD is surrounded by LAUSD, and significant percentage of Clarion's enrollment each year came from within LAUSD boundaries). With no suitable facility for our 130+ students for 2024-25, Ingenium's Board made the difficult decision to close the school.

[2] We respectfully request that CSD staff expedite the review process so that a decision can be made within our escrow period and allow the acquisition of the building, planning of the improvements and construction to commence as soon as the permit is issued. If a decision is not made prior to November 2024, Ingenium will have to seek an extension with the seller.

With the new school year starting August 12, 2024, ICS is projected to have 300 students (grades TK-5) enrolled at the ICS Prop 39 site and ICMS will have 200 students (6-8) enrolled at the ICMS Prop 39 site. Ingenium continues to pursue Prop 39 facilities at both ICS and ICMS Prop 39 locations. However, the space allotted by the District has not been ideal. Fully enrolling both schools has been inhibited, in part, by a lack of suitable facilities, and has meant more cramped classrooms and compromises for our students and families – unfortunately impacting our students with greatest needs (students with disabilities, English Learners, etc.) the most with a lack of appropriate space for pull-out services and sensitive meetings.

For the 2024-25 school year, ICS was forced to relinquish two additional classrooms because of declining enrollment – we note that ICS now is projecting increased enrollment to 300 students from 285 in 2023-24. For the 2023-24 school year, ICMS had been forced to relinquish "Room A", even though it is located within ICMS's fenced-off portion of the ICMS Prop 39 co-location (a fence that was installed when ICMS moved onto the campus, to help segregate ICMS from Sutter MS). For the entirety of the 2023-24 school year, ICMS staff continuously had to let Sutter MS staff and students onto "our" fenced-in part of the campus so that they could use Room A for pull-out services.

At ICMS, in response to increasing enrollment, rather than offer a single additional classroom at our existing Prop 39 campus for the 2024-25 school year, LAUSD offered essentially the same offer we had been given the prior year: two classrooms at Woodland Hills Academy, located three miles away from our existing co-location. The District was well aware that families from Woodland Hills Academy had picketed Ingenium and reacted quite negatively to our proposed use of space at that school when the District first made the offer to ICMS for the 2023-24 school year. As we did then, we chose to restrict our enrollment rather than accept a very inconvenient, cost- and resource-involved, and potentially disruptive co-location for approximately 60 of our almost 200 students.

As a result, ICS+ICMS entered into an Alternative Agreement with LAUSD for Prop. 39 classroom space for 2024-25 so that we could secure an additional classroom for our 6-8 students at Sutter MS while declining the additional classrooms at Woodland Hills Academy. In order to meet the needs of our educational program, ICMS requested the return of "Room A" that we had previously relinquished to the District for the 2023-2024 school year. ICS also requested an additional classroom at Canoga Park MS. LAUSD agreed, in exchange for relinquishing the Woodland Hills Academy co-location. Overall, Ingenium had a net increase of zero classrooms in the final Alternative Agreement, even though ICMS had shown growth in its In-District Prop-39 enrollment. As our enrollment begins to increase following declines during the COVID pandemic and aftermath (consistent with declines at schools across California as residents have moved out of the area), quite simply, we need room to grow and let our programs thrive.

Moving to the Kester Ave Location will give Ingenium sufficient space for our current enrollment (for 2024-25, ICS+ICMS will have approximately 500 students; with the new facility, we can serve twice as many students as the facility holds 1,340 occupants), customized to our instructional program, along with sufficient space for special education, English Learner and other intervention services. Our children will have ample space to play, both indoors and outdoors, and be able to use their school's facilities in the manner and at the times best suited for their needs. Parents and family members will have space to gather, and we will be able to build a true school community and sense of belonging among our students

and families with our “own” space. Consolidation of some operations and anticipated growth in enrollment will bolster Ingenium’s ability to meet our students’ needs for years to come, and will enable ICS+ICMS to serve our students in a manner comparable to District facilities.

Ingenium has noted additional challenges arising from its co-location allocations to meet the needs of school operations and student programs below:

ICS:

- **Full Inclusion/Personalized Learning Model Leads to Overcrowding During Small Group Instruction:** Our Full Inclusion Model and differentiation of instruction to meet individual students’ needs includes frequent small group activities, rotations and instruction; our class sizes and the size of our current classrooms create challenges for this model and leads to easy distractions and less time on task. The need for English Language Arts and Math intervention is challenging to meet with the current classroom allocation. No empty classrooms are available for pull-out intervention, affecting the support for 43% EL population and addressing learning loss from COVID remote instruction.
- **Service Providers Search for Empty Classrooms or Work in Hallways/Classrooms:** Therapy (PT, OT, Speech, etc.) and counseling providers face challenges due to the lack of dedicated meeting rooms, sometimes conducting sessions in hallways, especially during inclement weather.
- **Art and Music Classes in Classrooms:** Enrichment classes lack dedicated spaces. For example, the Art Teacher and Music Teacher must each use a cart to move supplies between classes. This limits the types of lessons and activities students participate in doing, due to the need for set up, clean up and moving around regular classroom furniture.
- **Physical Education in Classrooms:** Inclement weather forces PE classes indoors, conducted in general education classrooms filled with furniture, hindering adequate physical activity.
- **No Dedicated Quiet “Adult” Spaces:** Cramped, shared office spaces and crowded classrooms mean that staff often have to search for a quiet place to hold a Zoom/virtual conference meeting or work quietly. Teachers search for a space to collaborate and plan together. While we are fortunate to be in Southern California and benefit from using outdoor space most school days, inclement weather presents significant challenges in these daily activities.
- **Lack of Proper Meeting Area:**
    - **Professional Development:** We do not have a consistent meeting space for professional development, coaching, planning, collaboration, evaluations, and more, thus our faculty resort to using different classrooms with inadequate seating, thus impacting learning, collaboration, and planning efforts.
    - **Parent/Family Engagement:** We often face challenges in securing sufficiently large meeting space for our School Site Council and English Learner Advisory Committee. Hosting events for our families is limited to the Shared Use Agreement with the ICS Prop 39 Site, requiring careful planning around the ICS Prop 39 Site Principal's preferences and available times.
- **After School Program and Extracurricular Opportunities:** We have no dedicated space for our after-school or extracurricular programs. These programs operate out of our classrooms, again, impacting our operations and the ability to deliver programs seamlessly and effectively.

ICMS:

- **Administrative Space:** The single allocated office space is overcrowded, shared by the Counselor, Assistant Principal, Student Support Specialist, Office Manager, and Principal. The After-school Coordinator, Resource Teacher, Resource Assistant, and Special Education service providers share the "Teachers' Lounge," making it inefficient for receiving parents and students or handling administrative duties. Confidential meetings are not possible due to the lack of private space. Our staff morale suffers due to the lack of appropriate space for our hard-working staff to take a break, enjoy some quiet from the busy-ness and volume of school life, or talk quietly with a colleague.
- **Full Inclusion/Personalized Learning Model Leads to Overcrowding During Small Group Instruction:** Our Full Inclusion Model and personalization of instruction to meet individual students' needs includes frequent small group activities, rotations and instruction; our class sizes and the size of our current classrooms create challenges for this model and leads to easy distractions and less time on task.
- **Service Providers Search for Empty Classrooms or Work in Hallways/Classrooms:** Therapy (PT, OT, Speech, etc.), DIS counseling, EL instructors and interventionists doing pull-out services face challenges due to the lack of dedicated meeting rooms, sometimes conducting sessions in hallways, especially during inclement weather. The need for English Language Arts and Math intervention is challenging to meet with the current classroom allocation. No empty classrooms are available for pull-out intervention, affecting the support for 39% EL population and addressing learning loss from COVID remote instruction.
- **Physical Education:** Limited outdoor space and restricted access to the gymnasium hinder the ability to offer a varied physical education program. Students often play on a small dirt patch, and inclement weather poses challenges due to the lack of indoor alternatives.

Kester Ave Location

As detailed more fully in Section 2, below, the new Kester Ave Location has the capacity to accommodate both our TK-5 school, ICS, with almost 300 students, and our 6-8 school, ICMS, with approximately 200 students, and can potentially address the issues posed above for both schools. The Kester Ave Location is permitted for use as a school with allowed use as Commercial zoning CR-1, and has served as a private trade school in the past with a 1,340-person capacity. The private site is improved with a three-story school building that includes classrooms, labs, offices, restrooms and a multipurpose room, with approximately 27,000 square feet of space on 2.6 acres of land. The site layout and capacity ensure that the facility will comfortably accommodate all students (enrollment capacity 884), staff (60-65 faculty members), and additional community members during events. The site's large acreage also allows for future additional development of space to accommodate even future needs.

The Kester Ave Location is located within the Van Nuys/Valley Glen Community of Schools, near the intersection of Vanowen St and Kester Ave, and two blocks northwest from Van Nuys High School. The surrounding area is both commercial and residential, with small apartment buildings, multi-family housing and single-family homes in the blocks surrounding the campus, and a variety of retail stores, fast-food and other merchants along the main boulevards. According to the 2022: American Community Survey ("ACS") 5-Year Estimates Subject Tables, zip code 91405 (the Kester Ave Location) had a population of approximately 55,451

people in 2022, in a 3.3 square mile area. (https://www.city-data.com/zips/91405.html#google_vignette.) This zip code is 61% Latino, 23.6% White, 8.9% Asian, 4.1% Black, and 1.8% Two or More Races. (https://data.census.gov/table/ACSST5Y2022.S0601?g=860XX00US91405) Only 25% of adults over 25 hold a four-year college degree, while 49.4% have a high school diploma or less. (https://data.census.gov/table/ACSST5Y2022.S0502?q=91405&g=860XX00US91405) Almost half (46.9%) of Van Nuys' residents are foreign-born, with the majority (66.4%) being born in Latin America. The mean income for households is $80,106 (2022 dollars). (Ibid.)

Our current locations in the west valley, Canoga Park and Winnetka, reflect a similarly diverse community. In Canoga Park, 48.1% of the population is Hispanic or Latino, 43.19% are White, 13.51% are Asian, and 3.66% are Black. In Winnetka, the racial composition includes 49% Hispanic or Latino, 27% White, 11% Asian, and 6% Black. The average household income in Canoga Park is $95,072, with a median household income of $70,740. Educational attainment shows that approximately 17.31% of Canoga Park residents hold a bachelor's degree, while 29.35% have a high school diploma. Nearly 49.3% of the population speaks a language other than English at home, and 36.8% are foreign-born, with many hailing from various parts of the world.

Based on survey data collected from our current families, we do anticipate that a majority of our currently enrolled students, other than matriculating 8th graders, will make the move with us and continue to be enrolled at ICS+ICMS. Historically, even after ICS and ICMS were no longer located on the same campus, ICMS' enrollment has come predominantly from ICS's matriculating 5th graders. We anticipate this pattern will continue. While we will admit new students in grades TK-5 at ICS and 6-8 at ICMS, our focus is on newly eligible young students entering grades TK/K.

With just 45 spots open for TK/K for the 2025-26 school year, we anticipate that ICS's impact on the surrounding community will be quite minimal; with 60 openings in 6th grade for 2025/26, and 49 5th graders enrolled at ICS for 2024/25, we anticipate having just 10-20 spots available for students new to Ingenium for 6th grade. Moreover, ICS+ICMS currently draw enrollment from over 40 different LAUSD-operated "resident" schools our students would otherwise attend, thus the impact to any single school in the District is nominal. We already have begun conducting outreach in the community immediately surrounding the Kester Ave Location, as detailed throughout this CIA, including distributing flyers and introducing Ingenium to several preschools, day care centers, Head Start and other community service programs in the neighborhood.

b. In consideration of the existing District and charter schools operating within the Community of Schools and three-mile radius, please describe pertinent information regarding the identified community for the proposed material revision.

1b Comparison Schools

The following schools were provided by the LAUSD Charter Schools Division as comparison schools within a 3-mile radius of the proposed location for the material revision, in accordance with the requirements of the Community Impact Assessment (CIA). Each school serves as a benchmark for understanding the educational landscape and community demographics near the proposed site.

The distances provided for the comparison schools are calculated as “as-the-crow-flies” distances, meaning they are measured in a straight line from the proposed location, rather than by the actual road or walking distance. This method of measurement meets the requirement of a 3-mile radius, ensuring that the schools listed are within the specified proximity to the proposed site. This approach is standard for fulfilling the criteria set by the CIA, allowing for a consistent and equitable comparison of nearby educational institutions.

1. Alta California Elementary School

- **Address:** 14859 W Rayen St, Panorama City, CA 91402
- **Phone:** (818) 830-4400
- **Grades Served:** TK-5
- **Principal:** Jose Benitez
- **Community of Schools:** Monroe
- **Distance from proposed Kester Ave Location (mi):** 2.74

Alta California Elementary School is dedicated to fostering a supportive and inclusive learning environment in the heart of Panorama City. The school serves a predominantly Latino student population, with an emphasis on bilingual education and academic excellence. Alta California offers various programs to support student achievement, including English Language Development and special education services. The school actively engages with the local community, offering resources and events to ensure student success.
Source: https://explore.lausd.org/school/1739801/Alta-California-Elementary

2. Bassett Street Elementary School

- **Address:** 15756 Bassett St, Lake Balboa, CA 91406
- **Phone:** (818) 782-1340
- **Grades Served:** TK-5
- **Principal:** Carl J. Christoff
- **Community of Schools:** Reseda
- **Distance from proposed Kester Ave Location (mi):** 0.42

Bassett Street Elementary School is committed to helping students reach their full academic potential, with specialized programs in Science, Technology, Engineering, Arts, Mathematics (STEAM), and Media Arts. Bassett Street offers various resources, including a robotics program, STEM lab, and media arts lab, to enhance student learning and engagement.
Source: https://explore.lausd.org/school/1232301/Bassett-Street-Elementary

3. Burton Street Elementary School

- **Address:** 8111 Calhoun Ave, Panorama City, CA 91402
- **Phone:** (818) 908-1287
- **Grades Served:** TK-5
- **Principal:** Jorge Rios
- **Community of Schools:** Panorama City
- **Distance from proposed Kester Ave Location (mi):** 2.05

Burton Street Elementary School serves a culturally diverse student population in Panorama City, focusing on community engagement and academic achievement. The school provides a nurturing

environment where students from various backgrounds can thrive. Burton Street offers programs that emphasize literacy ensuring that all students have the opportunity to succeed.
Source: https://explore.lausd.org/school/1265801/Burton-Street-Elementary

4. Cardenas Elementary School

- **Address:** 6900 N Calhoun Ave, Van Nuys, CA 91405
- **Phone:** (818) 908-6700
- **Grades Served:** TK-5
- **Principal:** Dinora Mendoza
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 0.91

Cardenas Elementary School is situated in Van Nuys, serving a diverse and predominantly Latino student population. The school emphasizes a well-rounded education with a focus on standards-based curriculum. Cardenas Elementary fosters a supportive and inclusive environment, offering various programs to meet the academic and social-emotional needs of its students.
Source: https://explore.lausd.org/school/1740101/Andres-Maria-Cardenas-Elementary

5. Chandler Elementary School

- **Address:** 14030 Weddington St, Van Nuys, CA 91401
- **Phone:** (818) 789-6173
- **Grades Served:** TK-5
- **Principal:** Matthew Skoll
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 1.8

Chandler Elementary School, located in the heart of Van Nuys, provides high-quality education to a diverse student body. The school is known for its commitment to creating a supportive and inclusive school environment. Chandler Elementary is actively involved with the local community, offering programs and events that foster a strong connection between the school and the families it serves.
Source: https://explore.lausd.org/school/1295901/Chandler-Elementary

6. Chase Street Elementary School

- **Address:** 14041 Chase St, Panorama City, CA 91402
- **Phone:** (818) 830-4440
- **Grades Served:** TK-5
- **Principal:** Rosemary Mena
- **Community of Schools:** Panorama City/North Hills
- **Distance from proposed Kester Ave Location (mi):** 2.58

Chase Street Elementary School is located in Panorama City and serves students from Transitional Kindergarten through fifth grade. The school offers a range of academic programs and enrichment activities aimed at supporting student development. Chase Street Elementary School works closely with families and the local community to create a nurturing educational environment.
Source: https://explore.lausd.org/school/1301401/Chase-Street-Elementary

7. Cohasset Street Elementary School

- **Address:** 15810 Saticoy St, Van Nuys, CA 91406
- **Phone:** (818) 787-2113
- **Grades Served:** TK-5
- **Principal:** Norma Villarreal
- **Community of Schools:** Monroe
- **Distance from proposed Kester Ave Location (mi):** 1.41

Cohasset Street Elementary School is located in Van Nuys and serves students from Transitional Kindergarten through fifth grade. The school provides a variety of programs focusing on academic excellence and student enrichment, though its school performance shows otherwise. Cohasset Street Elementary School aims to foster a collaborative environment by engaging with families and the local community to support student success.
Source: https://explore.lausd.org/school/1313701/Cohasset-Street-Elementary

8. Coldwater Canyon Elementary School

- **Address:** 6850 Coldwater Canyon Ave, North Hollywood, CA 91605
- **Phone:** (818) 765-6634
- **Grades Served:** TK-5
- **Principal:** Cynthia Braley
- **Community of Schools:** North Hollywood/Valley Village
- **Distance from proposed Kester Ave Location (mi):** 2.72

Coldwater Canyon Elementary School is located in North Hollywood and serves students from Transitional Kindergarten through fifth grade. The school offers a comprehensive academic program, complemented by 1:1 technology (iPads and Chromebooks), along with various enrichment opportunities, with school performance being under district average in academics.
Source: https://explore.lausd.org/school/1315101/Coldwater-Canyon-Elementary

9. Columbus Avenue Elementary School

- **Address:** 6700 Columbus Ave, Van Nuys, CA 91405
- **Phone:** (818) 779-5440
- **Grades Served:** TK-5
- **Principal:** Mariana Lanning
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 0.36

Columbus Avenue Elementary School is located in Van Nuys, serving a culturally diverse student population. The school offers a range of academic programs to support student achievement, including special education services. Columbus Avenue Elementary offers specials like dance, music, and visual arts.
Source: https://explore.lausd.org/school/1743201/Columbus-Avenue-Elementary

10. Dixie Canyon Community Charter School

- **Address:** 4220 Dixie Canyon Ave, Sherman Oaks, CA 91423
- **Phone:** (818) 784-6283
- **Grades Served:** TK-5
- **Principal:** Silvia Lopez

- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 3.62

Dixie Canyon Community Charter School, located in Sherman Oaks, serves a diverse student body from various socio-economic backgrounds. The school is recognized for its strong academic programs. Dixie Canyon offers a welcoming environment where students can thrive academically and socially.
Source: https://explore.lausd.org/school/1343801/Dixie-Canyon-Community-Charter

11. Erwin Elementary School

- **Address:** 13400 Erwin St, Van Nuys, CA 91401
- **Phone:** (818) 988-6292
- **Grades Served:** TK-5
- **Principal:** Marie Koudsi
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 2.04

Erwin Elementary School is located in Van Nuys and serves students from Transitional Kindergarten through fifth grade with their unique motto, “Soar Like an Eagle”. The school provides a range of academic programs and enrichment activities designed to support student learning and growth. Data shows that Erwin Elementary School works closely with families and the local community to foster a positive and collaborative educational environment.
Source: https://explore.lausd.org/school/1363001/Erwin-Elementary

12. Gault Street Elementary School

- **Address:** 17000 Gault St, Van Nuys, CA 91406
- **Phone:** (818) 343-7740
- **Grades Served:** TK-5
- **Principal:** Antoinette Brusca
- **Community of Schools:** Reseda
- **Distance from proposed Kester Ave Location (mi):** 2.66

Gault Street Elementary School is located in Van Nuys, serving a culturally diverse student body with a focus on academic achievement and social-emotional learning. The school offers a range of programs to support student success, including literacy and math interventions. Gault Street Elementary is committed to fostering a nurturing and inclusive environment.
Source: https://explore.lausd.org/school/1411001/Gault-Street-Elementary

13. Hazeltine Avenue Elementary School

- **Address:** 7150 Hazeltine Ave, Van Nuys, CA 91405
- **Phone:** (818) 781-1040
- **Grades Served:** TK-5
- **Principal:** Silvia Roman
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 1.15

Hazeltine Avenue Elementary School, situated in Van Nuys, serves a culturally diverse student body. The school offers a variety of programs, with a focus on basic academic subjects such as

literacy and math. Hazeltine Avenue provides resources aimed at supporting students' educational journeys including offering tech education and GATE programs.
Source: https://explore.lausd.org/school/1449301/Hazeltine-Avenue-Elementary

14. Kester Avenue Elementary School

- **Address:** 5353 Kester Ave, Sherman Oaks, CA 91411
- **Phone:** (818) 787-6751
- **Grades Served:** TK-5
- **Principal:** Kristine McIntire
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 1.04

Kester Avenue Elementary School is located in Sherman Oaks and serves a diverse student population. The school offers a range of programs, serving grades TK-1 in a home-school as well as a GATE magnet school, with core subject instruction and specials. Kester Avenue Elementary engages with the local community and parents to support its students.
Source: https://explore.lausd.org/school/1472601/Kester-Avenue-Elementary

15. Kittridge Street Elementary School

- **Address:** 13619 Kittridge St, Van Nuys, CA 91401
- **Phone:** (818) 786-7926
- **Grades Served:** TK-5
- **Principal:** Alfonso Jimenez
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 1.2

Kittridge Street Elementary School is located in Van Nuys and serves students from Transitional Kindergarten through fifth grade. The school provides a variety of programs focused on core academic instruction and enrichment activities. Kittridge Street Elementary actively engages with families and the local community to foster a supportive learning environment.
Source: https://explore.lausd.org/school/1476001/Kittridge-Street-Elementary

16. Langdon Avenue Elementary School

- **Address:** 8817 Langdon Ave, North Hills, CA 91343
- **Phone:** (818) 892-0779
- **Grades Served:** TK-5
- **Principal:** Maria Manzo
- **Community of Schools:** Monroe
- **Distance from proposed Kester Ave Location (mi):** 2.72

Langdon Avenue Elementary School is located in North Hills and serves students from Transitional Kindergarten through fifth grade. The school offers a comprehensive curriculum along with various technology-integrated enrichment programs aimed at enhancing student achievement.
Source: https://explore.lausd.org/school/1477501/Langdon-Avenue-Elementary

17. John B. Monlux Elementary School

- **Address:** 6051 Bellaire Ave, North Hollywood, CA 91606

- **Phone:** (818) 985-9174
- **Grades Served:** TK-5
- **Principal:** Hermineh Markosyan
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 2.87

John B. Monlux Elementary School is located in North Hollywood and serves students from Transitional Kindergarten through fifth grade. The school provides a well-rounded academic program along with various enrichment opportunities to support student growth, including a Magnet program. They are equipped to service Special Education programs in Autism.
Source: https://explore.lausd.org/school/1534201/John-B-Monlux-Elementary

18. Noble Avenue Elementary School

- **Address:** 8329 Noble Ave, North Hills, CA 91343
- **Phone:** (818) 892-1151
- **Grades Served:** TK-5
- **Principal:** Joseph Prendez
- **Community of Schools:** Panorama City
- **Distance from proposed Kester Ave Location (mi):** 2.07

Noble Avenue Elementary School is located in North Hills and serves students from Transitional Kindergarten through fifth grade. The school offers a diverse range of academic programs and enrichment activities designed to promote student achievement, notably their “School for Advanced Studies” program. Noble Avenue Elementary School incorporates technology and art.
Source: https://explore.lausd.org/school/1560301/Noble-Avenue-Elementary

19. Michelle Obama Elementary School

- **Address:** 8150 N Cedros Ave, Panorama City, CA 91402
- **Phone:** (818) 778-5425
- **Grades Served:** TK-5
- **Principal:** Carmen Dominguez
- **Community of Schools:** Panorama City/North Hills
- **Distance from proposed Kester Ave Location (mi):** 1.85

Michelle Obama Elementary School is located in Panorama City and serves students from Transitional Kindergarten through fifth grade. The school provides a robust academic program alongside a variety of enrichment activities to support student learning and development, along with a new, state of the art facility. Academic achievement scores fall below district averages for Math and ELA.
Source: https://explore.lausd.org/school/1230201/Michelle-Obama-Elementary-School

20. Panorama City Elementary School

- **Address:** 8600 Kester Ave, Panorama City, CA 91402
- **Phone:** (818) 895-4230
- **Grades Served:** TK-5
- **Principal:** Olivia Flores-Torres
- **Community of Schools:** Monroe
- **Distance from proposed Kester Ave Location (mi):** 2.38

Panorama City Elementary School is located in Panorama City and serves students from Transitional Kindergarten through fifth grade. The school offers a comprehensive academic program along with various enrichment opportunities to support student achievement such as individual student targeting and small group instruction.
Source: https://explore.lausd.org/school/1560401/Panorama-City-Elementary

21. Rosa Parks Learning Center

- **Address:** 8855 Noble Ave, North Hills, CA 91343
- **Phone:** (818) 895-9620
- **Grades Served:** TK-5
- **Principal:** Miriam King
- **Community of Schools:** Monroe
- **Distance from proposed Kester Ave Location (mi):** 2.68

Rosa Parks Learning Center is located in North Hills and serves students from Transitional Kindergarten through fifth grade. The school provides a robust academic curriculum along with various enrichment programs, such as community-based learning, aimed at enhancing student learning. Arts is important to this school as they also have a school orchestra and offer art instruction. Academic achievement scores fall below district averages for Math and ELA.
Source: https://explore.lausd.org/school/1357601/Rosa-Parks-Learning-Center

22. Primary Academy for Success School

- **Address:** 9075 Willis Ave, Panorama City, CA 91402
- **Phone:** (818) 920-2932
- **Grades Served:** TK-2
- **Principal:** Danika Free
- **Community of Schools:** Monroe
- **Distance from proposed Kester Ave Location (mi):** 2.79

Primary Academy for Success School (PASS) is located in Panorama City and serves students from Transitional Kindergarten through second grade. The school focuses on early childhood education, offering a strong foundation in core academics along with enrichment activities tailored to young learners. PASS is a Gold Ribbon Award school.
Source: https://explore.lausd.org/school/1477601/Primary-Academy-for-Success-School

23. Ranchito Avenue Elementary School

- **Address:** 7940 Ranchito Ave, Panorama City, CA 91402
- **Phone:** (818) 988-1710
- **Grades Served:** TK-5
- **Principal:** Jennifer Zuniga
- **Community of Schools:** Panorama City
- **Distance from proposed Kester Ave Location (mi):** 2.07

Ranchito Avenue Elementary School is located in Panorama City and serves students from Transitional Kindergarten through fifth grade. The school offers a comprehensive academic program with a variety of enrichment activities and specials to support student development such as orchestra, dance, and visual arts.
Source: https://explore.lausd.org/school/1619201/Ranchito-Avenue-Elementary

24. Riverside Drive Charter School

- **Address:** 13061 Riverside Dr, Sherman Oaks, CA 91423
- **Phone:** (818) 990-4525
- **Grades Served:** TK-5
- **Principal:** Nicole Richardson
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 2.5

Riverside Drive Charter School is located in Sherman Oaks and serves students from Transitional Kindergarten through fifth grade. As a charter school, it provides a unique educational approach that includes a STEM-based academic curriculum and various enrichment programs.
Source: https://explore.lausd.org/school/1631501/Riverside-Drive-Charter-School
24.

25. Saticoy Elementary School

- **Address:** 7850 Ethel Ave, North Hollywood, CA 91605
- **Phone:** (818) 765-0783
- **Grades Served:** TK-5
- **Principal:** Maria Awakian
- **Community of Schools:** Sun Valley
- **Distance from proposed Kester Ave Location (mi):** 2.74

Saticoy Elementary School is located in North Hollywood and serves students from Transitional Kindergarten through fifth grade. The school offers a well-rounded academic program along with enrichment activities to support student growth and development in the 21st Century.
Source: https://explore.lausd.org/school/1656501/Saticoy-Elementary

26. Sherman Oaks Elementary Charter School

- **Address:** 14780 Dickens St, Sherman Oaks, CA 91403
- **Phone:** (818) 784-8283
- **Grades Served:** TK-5
- **Principal:** Carla Miller
- **Community of Schools:** Van Nuys / Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 2.94

Sherman Oaks Elementary Charter School (SOEC) is located in Sherman Oaks and serves students from Transitional Kindergarten through fifth grade. As a charter school, it offers a specialized educational approach, combining a comprehensive academic curriculum with a variety of enrichment programs. Sherman Oaks Elementary Charter School works closely with families and the local community to foster a vibrant and supportive learning environment.
Source: https://explore.lausd.org/school/1669901/Sherman-Oaks-Elementary-Charter-School

27. Sylvan Park Elementary School

- **Address:** 6238 Noble Ave, Van Nuys, CA 91411
- **Phone:** (818) 988-4020
- **Grades Served:** TK-5
- **Principal:** Sandra Bennett

- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 0.62

Sylvan Park Elementary School is located in Van Nuys and serves students from Transitional Kindergarten through fifth grade. The school offers a comprehensive academic program alongside various enrichment activities aimed at supporting student achievement and preparing them to be college and career ready.
Source: https://explore.lausd.org/school/1702701/Sylvan-Park-Elementary

28. Valerio Street Elementary School

- **Address:** 15035 Valerio St, Van Nuys, CA 91405
- **Phone:** (818) 785-2195
- **Grades Served:** TK-5
- **Principal:** Anait Vardoumain
- **Community of Schools:** Panorama City
- **Distance from proposed Kester Ave Location (mi):** 0.88

Valerio Street Elementary School is located in Van Nuys and serves students from Transitional Kindergarten through fifth grade. The school provides a comprehensive academic curriculum along with various enrichment programs such as multilingual and multicultural programs designed to enhance student learning.
Source: https://explore.lausd.org/school/1738401/Valerio-Street-Elementary

29. Van Nuys Elementary School

- **Address:** 6464 Sylmar Ave, Van Nuys, CA 91401
- **Phone:** (818) 785-2195
- **Grades Served:** TK-5
- **Principal:** Sonia Mendoza
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 0.72

Van Nuys Elementary School is located in Van Nuys and serves students from Transitional Kindergarten through fifth grade. The school offers a comprehensive academic program complemented by various enrichment activities such as afterschool programs like LA's Best and Youth Services.
Source: https://explore.lausd.org/school/1743801/Van-Nuys-Elementary

30. Louis Armstrong Middle School

- **Address:** 5041 Sunnyslope Ave, Sherman Oaks, CA 91423
- **Phone:** (818) 528-1600
- **Grades Served:** 6-8
- **Principal:** Felicia Drew
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 0.72

Louis Armstrong Middle School is located in Sherman Oaks and serves students from sixth through eighth grade. The school offers a robust academic curriculum along with various extracurricular activities designed to support student development. Louis Armstrong Middle School is recognized by the District for their work in Diversity, Equity, and Inclusion (DEI).

Source: https://explore.lausd.org/school/1823801/Louis-Armstrong-Middle-School

31. Robert Fulton College Preparatory School

- **Address:** 7477 Kester Ave, Van Nuys, CA 91405
- **Phone:** (818) 947-2100
- **Grades Served:** 6-12
- **Principal:** Franklin Montiel
- **Community of Schools:** Panorama City
- **Distance from proposed Kester Ave Location (mi):** 0.97

Robert Fulton College Preparatory School is located in Van Nuys and serves students from sixth through twelfth grade. The school provides a college preparatory curriculum designed to prepare students for higher education, along with a variety of extracurricular activities like Air Force JROTC program for middle and high school students.
Source: https://explore.lausd.org/school/1814201/Robert-Fulton-College-Preparatory-School

32. James Madison Middle School

- **Address:** 13000 Hart St, North Hollywood, CA 91605
- **Phone:** (818) 255-5200
- **Grades Served:** 6-8
- **Principal:** Kelly Welsh
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 2.35

James Madison Middle School is located in North Hollywood and serves students from sixth through eighth grade. The school offers a comprehensive academic curriculum along with a Digital Media School for Advanced Studies (SAS) along with extracurricular opportunities to support student learning and development.
Source: https://explore.lausd.org/school/1823001/James-Madison-Middle-School

33. William Mulholland Middle School

- **Address:** 17120 Vanowen St, Lake Balboa, CA 91406
- **Phone:** (818) 609-2500
- **Grades Served:** 6-8
- **Principal:** Raquel Segal
- **Community of Schools:** Reseda
- **Distance from proposed Kester Ave Location (mi):** 0.91

William Mulholland Middle School is located in Lake Balboa and serves students from sixth through eighth grade. The school provides a comprehensive academic program through small learning communities: Robotics Magnet, Police Academy Magnet, School for Advanced Studies, to support student growth and achievement.
Source: https://explore.lausd.org/school/1825901/William-Mulholland-Middle-School

34. Van Nuys Middle School

- **Address:** 5435 Vesper Ave, Van Nuys, CA 91411
- **Phone:** (818) 267-5900
- **Grades Served:** 6-8
- **Principal:** Cristina Serrano

- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 1.65

Van Nuys Middle School is located in Van Nuys and serves students from sixth through eighth grade. The school offers a robust academic curriculum along with a variety of extracurricular activities and a student:teacher ratio of 25:1 or less. The school also has a magnet school on campus.
Source: https://explore.lausd.org/school/1843401/Van-Nuys-Middle-School

35. Vista Middle School

- **Address:** 15040 Roscoe Blvd, Panorama City, CA 91402
- **Phone:** (818) 901-2727
- **Grades Served:** 6-8
- **Principal:** Erin Cuenca
- **Community of Schools:** Panorama City
- **Distance from proposed Kester Ave Location (mi):** 1.88

Vista Middle School is located in Panorama City and serves students from sixth through eighth grade. The school offers a rigorous academic program along with various electives to support comprehensive student achievement and personal growth. Vista Middle School also incorporates many extracurricular programs.
Source: https://explore.lausd.org/school/1811701/Vista-Middle-School

36. Ararat Charter Schools

- **Address:** 6555 Sylmar Ave, Van Nuys, CA 91401 (Campus 1)
- **Address:** 13400 Erwin St, Van Nuys, CA 91401 (Campus 2)
- **Phone:** (818) 994-2904
- **Grades Served:** TK-5
- **Executive Director:** Dr. Silva Karayan
- **Distance from proposed Kester Ave Location (mi):** Campus 1 - 0.67; Campus 2 - 0.78

Ararat Charter School is located in Van Nuys and serves students from Transitional Kindergarten through fifth grade across two campuses. The school provides a rigorous academic program that emphasizes both academic excellence and character development. Ararat Charter School also offers a variety of enrichment programs and works closely with families and the local community to foster a supportive and culturally inclusive educational environment.
Source: https://araratcharterschool.com/

37. Hesby Oaks Leadership Charter

- **Address:** 15530 Hesby St, Encino, CA 91436
- **Phone:** (818) 528-7000
- **Grades Served:** K-8
- **Principal:** Movses Tarakhchyan
- **Community of Schools:** Reseda
- **Distance from proposed Kester Ave Location (mi):** 2.29

Hesby Oaks Leadership Charter is located in Encino and serves students from Kindergarten through eighth grade. The school focuses on leadership development alongside a rigorous academic curriculum, offering a variety of enrichment programs to support student growth.

Source: https://explore.lausd.org/school/1452101/Hesby-Oaks-Leadership-Charter

38. Ivy Bound Academy Charter School

- **Address:** 15355 Morrison St, Sherman Oaks, CA 91403
- **Phone:** (818) 789-9010
- **Grades Served:** TK-8
- **Executive Director:** Gila Istahi
- **Distance from proposed Kester Ave Location (mi):** 2.23

Ivy Bound Academy Charter School is located in Sherman Oaks and serves students from Transitional Kindergarten through eighth grade. The school provides an academic program designed to prepare students for future educational success. Ivy Bound Academy emphasizes a strong foundation in core subjects while offering a variety of enrichment activities.
Source: https://ivyboundacademy.org/

39. Valor Academy Middle School

- **Address:** 9034 Burnet Ave. North Hills, CA 91343
- **Phone:** (818) 830-1700
- **Grades Served:** 6-8
- **Principal:** Brian Perry
- **Community of Schools:** Sun Valley
- **Distance from proposed Kester Ave Location (mi):** 2.97

Valor Academy Middle School is located in Sun Valley and serves students from sixth through eighth grade. VAMS is a part of Brightstar Schools, a charter management organization based in Los Angeles.
Source: https://www.cde.ca.gov/SchoolDirectory/details?cdscode=19647330120022

40. Valor Academy Elementary School

- **Address:** 8755 Woodman Ave, Arleta, CA 91331
- **Phone:** (818) 892-8688
- **Grades Served:** TK-4
- **Principal:** Raime Shyne
- **Distance from proposed Kester Ave Location (mi):** 2.82

Valor Academy Elementary School is located in Arleta and serves students from Transitional Kindergarten through fourth grade. The school provides a strong foundation in core academics, emphasizing literacy, math, and social-emotional learning. VAES is a part of Brightstar Schools, a charter management organization based in Los Angeles.

Source: https://brightstarschools.org/VAES

All documents referenced in Section 1 are included in the corresponding Dropbox folder for Section and listed here. Information sourced from publicly available websites includes citations within the narrative above.

EVIDENCE TABLE
(Add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence

1.1	Prop 39 Alternative Agreement for 2024-25	1.1 Prop 39 Alt Agreement for 2024-25	Prop 39 Alternative Agreement between LAUSD to Ingenium for 2024-25 school year.
1.2	PSA	1.2 PSA	Purchase and Sale Agreement for Kester Ave Location.
1.3	Certificate of Occupancy for Kester Ave	1.3 COO for Kester Ave	Certificate of Occupancy for Kester Ave Location

SECTION 2a: FACILITIES PLAN – ADDITIONAL SITES AND MOVES	
Complete this SECTION 2a: FACILITIES PLAN – ADDITIONAL SITES AND MOVES for requests that include Expansion to one or more additional sites outside the community Change in location/address outside the community (move) Proceed to SECTION 2b: FACILITIES PLAN – ADDITIONAL GRADES for requests to serve additional grade level(s)	
Anticipated Timeline to Operate (i.e., provide public education to students) on the Proposed Additional Site or New Location	ICS+ICMS will begin operations at the new Kester Ave Location at the start of the 2025-26 school year.
Proposed Location (street address, city, and zip code)	6725 Kester Ave, Van Nuys CA 91405
LAUSD Community of Schools of the Proposed Location	Van Nuys/Valley Glen
LAUSD Board District of the Proposed Location	LAUSD Board District 3
LAUSD Region of the Proposed Location	North

NARRATIVE

a. In the space below, briefly describe the facilities plan for the proposed additional site or new site (for a move) including, but not limited to, the steps the charter school has taken to research and/or secure facilities within the proposed community, and how the facilities plan serves the interests of the entire community.

2a New Site Details

ICS+ICMS are seeking District approval for Material Revisions to our two LAUSD-authorized charter petitions so that we may relocate both charter schools to a permanent facility at the Kester Ave Location. This Location is situated 6.5 and 8.8 miles, respectively, from ICS and ICSM's current Prop 39 co-locations. This move is driven by the need for a more suitable and permanent educational environment for our students, families, teachers and staff. Our current co-located facilities do not provide sufficient and appropriate space for all of our schools' needs, as illustrated in Section 1, above. The condition of the Kester Ave Location's three-story, 27,000 square foot school facility already is a significant improvement from the conditions at our co-locations, and with Ingenium's planned minor renovations, the facility and outdoor space will be customized to meet our specific needs. The Kester Ave Location also will allow ICS and ICSM to grow fully within hindrances from Prop 39 negotiations and limitations, providing even more stability and a strong sense of community for our entire TK-8 school community, and helping to both save expense and grow enrollment to boost our fiscal bottom line.

Research and Securing Facilities
In preparation for this relocation, Ingenium has undertaken a thorough and systematic approach to identify and secure the best possible facility and location for our schools. This process included:

1. Site Evaluation: Multiple potential sites were assessed with the help of real estate professionals to ensure they meet the necessary educational and safety standards. The Kester Ave Location was chosen for its ideal location in a densely populated area where the existing “neighborhood” schools are struggling, a plethora of both indoor and outdoor space, and ability to support ICS and ICMS’ academic and extracurricular programs.

2. Community Engagement: We conducted meetings with key stakeholders in the community, including parents, community members, and local businesses, to ensure the Kester Ave Location would serve the community's needs and support *the Ingenium mission to prepare our students to be the best learners, leaders, and collaborators by empowering them with the capacity and tools to continually improve themselves and the world around them*.

3. Feasibility Studies: Detailed feasibility studies were performed by Education Facilities Group to evaluate the financial viability, logistical considerations, and operational impact of the proposed move. These studies confirmed that the Kester Ave Location would effectively meet both ICS and ICMS’ requirements and support future growth.

Serving the Community

The Kester Ave Location is designed to benefit the entire Van Nuys/Valley Glen community by providing a modern, safe, and accessible educational facility. Key features of the new site include:

- Sufficient Space, Growth Possibility: With an existing three-story building and Certificate of Occupancy for 1,340 people, even at full enrollment of 844 students at ICS+ICMS, we will have ample space for all students, staff and stakeholders (and will certainly sufficient in 2025/26 for more than 500 students and our teachers and staff). Enrichment classes, P.E., pull-out services, IEP meetings, EL pull-out direct instruction, and meetings between teachers, staff and families all will take place seamlessly at the new facility. Dedicated and sufficient office space will help our faculty and staff immensely and lead to greater staff satisfaction, as will a dedicated, quiet space for our hard-working teachers and staff to take a break. School events and, once we are settled, events open to the local community, all will be planned and executed efficiently. The Kester Ave Location will allow for growth in enrollment and as such will enhance the community and foster growth beyond the physical limitations currently posed by the co-locations.

- Modern Classrooms: Equipped with advanced technology, appropriate labs and more to enhance teaching and learning experiences in our personalized model of instruction, supporting a diverse and inclusive educational environment. Teachers will more readily be able to access the tools they need to personalize students’ instruction, collaborate and hold meetings with parents. The condition of the classrooms already exceeds what we have at our co-locations

- Safety and Accessibility: The Kester Ave Location already is compliant with all safety regulations and ADA requirements, including an elevator, ensuring it is accessible to all students and staff. All classrooms will be designated and equipped in accordance with the California Building Standards Code, including requirements applicable to our youngest students.

- Community Spaces: Designated areas will be available for community events, parent meetings, and after-school programs to help foster stronger community relationships and provide additional resources for students and families.

This strategic move underscores Ingenium's commitment to continual improvement and community engagement. By relocating to the Kester Ave Location, ICS+ICMS will be better positioned to deliver high-quality education and support to their students, contributing positively to Van Nuys and surrounding communities.

ICS+ICMS' proposed move to a private facility will serve the interests of the entire community in various ways. First and foremost, it will alleviate Prop 39 pressure on the District by moving approximately 500 students from two Prop 39 co-locations to a private facility. In February of this year, the LAUSD Board narrowly took aggressive and unprecedented action to force charter schools out of co-locations and prohibit co-locations on hundreds of District sites, including redefining classroom spaces and blocking natural feeder patterns.

Second, ICS+ICMS will be investing approximately $3.4M in revitalizing a currently vacant and boarded-up property situated in this densely populated community. The intersection where the new facility is located has a few dilapidated and abandoned buildings – we hope to spark meaningful change at this intersection and for this community. This revitalization endeavor promises an array of advantages for the local residents, ranging from improved infrastructure to enhanced amenities and increased overall livability. Beyond the potential for property value appreciation, this investment contributes to a safer and more vibrant community, while elevating the overall quality of life in the area.

Third, ICS+ICMS draws enrollment from a broad swath of the San Fernando Valley ("SFV"). As noted above, our current enrollment represents 40 different "resident" LAUSD schools across the SFV. With students coming to ICS+ICM from a large variety of District "resident" schools, no single LAUSD school will see any measurable impact on their school community as a result of ICS+ICMS move to Van Nuys.

b. Provide a specific description, with supporting documentation, of each identified District school site or private site's ability to accommodate the charter school's enrollment projection.

2b Accommodation of Current Enrollment

As described above, the new Kester Ave Location has a 1,340-person capacity: more than sufficient to accommodate both ICS and ICMS, even at capacity enrollment for both schools of 844 students and associated staff. The Kester Ave Location is permitted for use as a school with allowed use as Commercial zoning CR-1, and has served as a private trade school in the past. The private site is improved with a three-story school building that includes classrooms, labs, offices, restrooms and a multipurpose room, with approximately 27,00 square feet of space on 2.6 acres of land. The site layout and capacity ensure that the facility will comfortably accommodate all students (enrollment capacity 884), staff (60-65 faculty members), and additional community members during events. The site's large acreage also

allows for future additional development of outdoor play/sports facilities or other needs on the campus.

All documents referenced in Section 2 are listed below and included in the corresponding Dropbox folder for Section 2, so they are not shown as links here.

EVIDENCE TABLE

Citation	File Name	Link (optional)	Description of Evidence
2a.1	Kester Ave. Floor Plans	2a.1 Kester Floor Plans	Existing floor plans for the Kester Ave private site
2a.2	2024-25 Prop 39 Request	2a.2 Prop 39 Requests	ICS+ICMS's 2024-25 Prop 39 request, including table of students' resident schools
2a.3	Tenant Improvement Budget	2a.3 Tenant Improvement Budget	Itemized tenant improvement budget
2a.4	Schedule	2a.4 Schedule	Project Milestone Schedule
2a.5	Change of Use from Office Building to Educational Facility	2a.5 COU from Office Building to Ed Facility	Change of Use from Office Building to Professional Educational Facility
2a.6	Certificate of Occupancy	2a.6 Certificate of Occupancy	Current Certificate of Occupancy
2a.7	Exterior Pictures	2a.7 Exterior Pictures	Pictures of the Exterior of the Building and Site
2a.8	Interior Pictures	2a.8 Interior Pictures	Pictures of the Interior of the Building
2a.9	LA Municipal Code, Planning	2a.9 LA Municipal Code Planning	LA Municipal Planning Code showing that Educational Use is allowed in the CR Zone
2a.10	Parcel Profile Report	2a.10 Parcel Profile Report	Parcel Information form LA City Planning

PRIVATE SITES	
Is the charter school planning to utilize a private site (i.e., non-District site) for the proposed additional site or new site (for a move)?	☒ Yes ☐ No

If the charter school checked "Yes," please proceed to the next question in this section. If the charter school checked "No," please skip to the "DISTRICT SCHOOL SITE (Prop. 39)" table below.	
Has the charter school identified (e.g., has a current site, researched a site, leased a site, etc.) any specific potential private sites within the target community?	☒ Yes ☐ No
If the charter school checked "Yes," please complete the remainder of the table below for each potential private site. If the charter school checked "No," please skip to the "DISTRICT SCHOOL SITE (Prop. 39)" table below. If the charter school has identified more than two potential private sites, **please copy and re-number the table below, as needed, for each additional site.**	
Potential Private Site #1	
In the space below, please describe the specific steps the charter school has taken/is taking to research and secure this site. Please ensure the response includes the anticipated timeline to operate (i.e., provide public education to students) on the proposed site.	
A Purchase and Sale Agreement for the Kester Ave Location property has been executed and a fully refundable deposit has been sent to the seller, thereby opening escrow on the transaction. The opening of escrow commences the 120-day due-diligence period, during which Ingenium will be seeking approval of these Material Revisions from LAUSD. This process will take place in parallel to the Kester facility's facilities improvement redesign, financing procurement, and commencing approval coordination with the appropriate permitting entities (notably LA Department of Building and Safety ("LADBS")). The facility improvement plans are to be completed and submitted to the City of Los Angeles for review. The LADBS is anticipated to review the minor facilities improvement plans in Fall 2024 and issue a construction permit by January/February 2025. This timeline allows for any necessary revisions and ensures that the construction phase can begin promptly in January/February 2025. Once the construction permit is issued, the renovation and construction work is expected to take approximately five months. This timeline is based on project plans and estimates for plan review of minor facilities improvements, ensuring that the facility will be ready for occupancy in a timely manner by the beginning of the 25-26 school year. The planned move-in date for the new site is July 2025, allowing for any final preparations and setup before the new school year begins. Students will begin occupying the site in August 2025, aligning with the start of the 2025-26 academic year.	

In the space below, please include a specific description, with supporting documentation, of this identified site's ability to accommodate the charter school's enrollment projection in its first year of operation at the proposed site and each subsequent year for the term of the charter, at this proposed site. Please also describe the extent to which the site is approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in Section "I" (Facilities) of the *LAUSD Policy and Procedures for Charter Schools*.

Accommodation of Current Enrollment at Kester Ave Location

Site Capacity and Enrollment

1. The Kester Ave Location property features a three-story educational building with approximately 27,00 square feet of space on 2.6 acres of land. ICS+ICMS are authorized for an enrollment capacity of 844 students, which would require approximately 60-65 faculty and staff members. As the building can hold 1,340 people, the site far exceeds our needs in Year 1 and for each subsequent year of the respective ICS and ICMS charter terms.

Facility's Historical and Current Use

2. The Kester Ave Location site was originally designed as an office building and has since been utilized as an educational facility, making it well-suited for our needs. The building has a long history of functioning as a school, including previous use by a career college. The city of Los Angeles officially changed its use from Office Building to Educational use in 2010. The site will be utilized primarily in its current configuration, with minor improvements to meet the specific needs of Ingenium and to comply with modern standards and codes.

As noted, the site is improved with a three-story school building that includes classrooms, labs, offices, restrooms and a multipurpose room in 27,000 square feet.

I**n 2009-2010 the City of Los Angeles approved the change of use of the building from an office building to a professional school facility, per permit #08016-10000-17081. The valid Certificate of Occupancy allows for use of the facility as a professional school.** Ingenium will change the use from a professional school facility to an educational institution for use by students in Grades TK-8 resulting in E-1 Occupancy. This process will be completed when the planned minor improvements are finalized and LADBS issues an E-1 Certificate of Occupancy.

The underlying zoning of the site is (Q)CR-1VL. Per the City of Los Angeles Municipal Code, Planning and Zoning, SEC. 12.12.2. "CR" LIMITED COMMERCIAL ZONE, (A)(1)(5), "5. School, elementary or high, or educational institution" are permitted within an enclosed building in the CR zone. **This allows a charter school to utilize the facility by right without the need for planning department approval.**

The Van Nuys-North Sherman Oaks Community Plan, as adopted by the Los Angeles City Council, lists properly sited public schools within its boundaries as one of its key goals (GOALS 6 & 7) and as part of its policy objectives (Objectives 6.1, 7.1, 7.2). Specifically:

Goal 6: "APPROPRIATE LOCATIONS AND ADEQUATE FACILITIES FOR SCHOOLS TO SERVE THE NEEDS OF EXISTING AND FUTURE POPULATIONS."

Objective 6.1: “To cite schools in locations complementary to existing land uses and in locations which will enhance community identity.”

Goal 7: “PUBLIC SCHOOLS THAT PROVIDE A QUALITY EDUCATION FOR ALL OF THE CITY’S CHILDREN, INCLUDING THOSE WITH SPECIAL NEEDS, AND ADEQUATE SCHOOL FACILITIES TO SERVE EVERY NEIGHBORHOOD IN THE CITY”

Objective: ‘Work constructively (with LAUSD) to promote the siting and construction of adequate school facilities phased with growth.’

The Kester Ave Location offers ample space to accommodate both ICS and ICSM, including at full enrollment of 844 students. The classrooms, labs, offices and outdoor spaces will comfortably accommodate students, faculty, staff. The facility will provide space for parents, stakeholders and community members to utilize during school and community events.

Refer to the current Certificate of Occupancy (COO), or equivalent document issued by the applicable jurisdictional authority, for the private site to provide the information requested in the rows below. Please ensure that a copy of the COO (or equivalent) is included in the Section 2a Evidence folder and listed in the Section 2a Evidence Table above.

Address: 6725 Kester Avenue, Van Nuys CA 91405

Maximum Occupancy: 1,340

Approved Use(s): School Building

Issuing Authority (e.g., “City of Los Angeles”): City of Los Angeles

Does the site require* any construction-related activities or other facilities improvements to prepare the site for use as described in the petition (including, but not limited to, the site’s ability to accommodate the school’s enrollment roll out plan)? *Please refer to “Charter Schools Facilities Requirements” on p. 71 of the *LAUSD Policy and Procedures for Charter Schools* for applicable requirements.	☒ Yes ☐ No

If any construction-related activities or other facilities improvements to the site are necessary to comply with applicable law, please provide a brief description (e.g., scope, itemized construction-related activities, and estimated cost) of these construction-related activities or other facilities improvements in the space below.

Construction-Related Activities and Facilities Improvements for 6725 Kester Ave, Van Nuys

Scope of Work

The proposed improvements to the Kester Ave Location aim to bring the building up to current standards and comply with applicable laws, focusing on ADA compliance, fire life safety, Title 24 energy requirements, and other city regulations. The improvements will ensure a safe, modern, and conducive learning environment for ICS+ICMS.

Specific Construction-Related Activities

I. Classrooms:
- Improvement and Renovation: Improve the existing floor plan to deliver 21 dedicated classrooms, meeting educational standards for grades TK-8, including applicable requirements for TK and K classrooms.
- Preparation: Renovate classrooms to ensure they meet the needs of students and teachers, including new finishes and fixtures.

II. Multipurpose Room (MPR):
- Renovation: Update the existing MPR space for versatile use, including physical education, assemblies, and additional classroom space.
- Additional Classrooms: Install a movable partition wall in the MPR to create up to two additional classrooms as flex-space if needed.
- Equipment and Storage: Ensure the MPR is equipped with necessary equipment and storage solutions.

III. Offices:
- Renovation: Prepare public and private offices for administrative and faculty use, including necessary infrastructure for systems such as fire alarms, instructional technology, and security cameras.

IV. Restrooms and Plumbing:
- Renovation and Construction: Renovate existing restrooms and construct new restrooms to accommodate the student and faculty count, as well as applicable requirements related to specific grade levels.

- Compliance: Ensure all restrooms comply with ADA standards and are equipped with necessary accessories.
- Water Fountains: Install water fountains throughout the facility.

V. HVAC System:
- Inspection and Upgrades: Inspect the existing HVAC system and make necessary changes, replacements, or upgrades.
- Rezoning: Rezone the HVAC system to accommodate new room configurations for efficient climate control.

VI. Lighting:
- Installation: Install new, energy-efficient lighting throughout the facility, ensuring proper lighting in classrooms, offices, restrooms, MPR, and common areas.

VII. Ceiling:
- Installation: Install new T-bar ceiling systems in all renovated areas, integrating with lighting, HVAC, and other ceiling-mounted systems.

VIII. General Finishes:
- Painting: Apply fresh paint to all interior walls for a clean and inviting environment.
- Flooring: Install new flooring as needed, selecting materials appropriate for each use.
- Bathroom Accessories: Install new bathroom accessories, including mirrors, soap dispensers,

and hand dryers.

IX. Fire Life Safety:
- Alarm System: Upgrade the fire alarm system to comply with local fire safety codes.
- Fire Sprinklers: Install fire sprinkler systems throughout the facility.
- Signage: Install requisite signage, including exit signs and emergency lights with battery backup.

X. Accessibility:
- Compliance: Ensure all elevators, stairways, and exits are ADA compliant.
- Modifications: Conduct thorough inspections and make necessary modifications, including installing thresholds, handrails, and appropriate signage.

XI. Exterior Improvements:
- Landscaping: Allocate allowances for landscaping improvements, including planting, irrigation, and maintenance.
- Fencing: Provide new or upgraded fencing around the property.
- Asphalt Repair: Allocate allowances for asphalt repair in parking lots and other paved areas.
- Canopy: Install a removable canopy to provide shelter for students and staff.
- Signage: Install school signage.
- Play Equipment: Install age-appropriate play equipment.

Estimated Cost and Financing

The projected cost of these facilities improvements is estimated at approximately $3.4 million. Ingenium is pursuing multiple financing options for this project, including but not limited to New Market Tax Credits, capital campaigns and school funds, bank financing, non-profit bank financing, and tax-exempt bonds. Ingenium has a team of experienced consultants leading the financing component of the project to ensure timely and maximally beneficial financing terms are secured.

All work will be performed according to the current applicable codes through LADBS. This comprehensive improvement plan ensures the facility meets all regulatory requirements and provides a safe, modern, and supportive learning environment for our students.

Please provide the requested information in the rows below, consistent with the description above.

Projected maximum occupancy of the site as the result of the above-described planned construction-related activities or other facilities improvements:

The Kester Ave Location will be authorized to house a maximum of 1,340 individuals based on the building code. This capacity comfortably accommodates our current enrollment of approximately 500 students along with faculty, staff, and community members during school events.

Projected Cost:
The total projected cost for the planned construction-related activities and facilities improvements is estimated at approximately $3,400,000. This cost will cover all renovations and

upgrades required to meet current standards and compliance requirements, and meet the needs of ICS, ICMS and their students, staff and families.
Projected Schedule (start date / completion date): Start Date / Completion Date: January 2025 / July 2025
Potential Private Site #2
In the space below, please describe the specific steps the charter school has taken/is taking to research and secure this site. Please ensure the response includes the anticipated timeline to operate (i.e., provide public education to students) on the proposed site.
In the space below, please include a specific description, with supporting documentation, of this identified site's ability to accommodate the charter school's enrollment in its first year of operation and each subsequent year for the term of the charter, at this proposed site. Please also describe the extent to which the site is approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in Section "I" (Facilities) of the *LAUSD Policy and Procedures for Charter Schools*.
Refer to the current Certificate of Occupancy (COO), or equivalent document issued by the applicable jurisdictional authority, for the private site to provide the information requested in the rows below. Please ensure that a copy of the COO (or equivalent) is included in the Section 2a Evidence folder and listed in the Section 2a Evidence Table above.
Address: Click or tap here to enter text.
Maximum Occupancy: Click or tap here to enter text.
Approved Use(s): Click or tap here to enter text.
Issuing Authority (e.g., "City of Los Angeles"): Click or tap here to enter text.

Does the site require* any construction-related activities or other facilities improvements to prepare the site for use as described in the petition (including, but not limited to, the site's ability to accommodate the school's enrollment roll out plan)? *Please refer to "Charter Schools Facilities Requirements" on p. 71 of the *LAUSD Policy and Procedures for Charter Schools* for applicable requirements.	☐ Yes ☐ No

If any construction-related activities or other facilities improvements to the site are necessary to comply with applicable law, please provide a brief description (e.g., scope, itemized construction-related activities, and estimated cost) of these construction-related activities or other facilities improvements in the space below.
Please provide the requested information in the rows below, consistent with the description above.
Projected maximum occupancy of the site as the result of the above-described planned construction-related activities or other facilities improvements: Click or tap here to enter text.
Projected Cost: Click or tap here to enter text.
Projected Schedule (start date / completion date): Click or tap here to enter text.

DISTRICT SCHOOL SITE (Prop. 39)	
Does the charter school intend to submit a request for use of District facilities pursuant to Education Code § 47614 (Prop. 39) for this proposed additional site or change of location (for a move)? Per the *LAUSD Policy and Procedures for Charter Schools*, a petitioner's stated intention to use District facilities pursuant to Proposition 39, by itself, will not be deemed against the entire community's interest, but the petitioner shall include, in its facilities plan, detailed information and analysis regarding the specific District school site(s) where the petitioner wishes to locate. Facts related to District facilities (e.g., sale of property, increases in enrollment, etc.) are subject to change. Proposition 39 facilities are determined on an annual basis through a separate annual process, pursuant to applicable law and regulation. As such, petitioners should not make assertions that may be inconsistent with that regulatory process and requirements.	☐ Yes ☒ No
NOTE: Completion and submission of this section *does not* constitute a facilities request under California Education Code § 47614 and its implementing regulations.	

SECTION 2b: FACILITIES PLAN – ADDITIONAL GRADES	
COMPLETE THIS SECTION FOR REQUESTS TO SERVE ADDITIONAL GRADE LEVEL(S) ON CURRENT SITE, OR PROPOSED ADDITIONAL SITE WITHIN THE COMMUNITY, OR PROPOSED CHANGE IN LOCATION (MOVE) WITHIN THE COMMUNITY	
Indicate where the proposed additional grade level(s) will be served by the charter school: ☐ Charter School's Current Site ☐ Proposed Additional Site Within the Community ☐ Proposed School Change in Location (Move) Within the Community **Note:** If the proposed additional grade level(s) will be served on an additional site outside of the community or through a school change in location (move) outside of the community, ensure to complete **Facilities Section 2a Additional Sites and Moves** above.	
In the space below, briefly describe the facilities plan to serve the proposed additional grade level(s) and the charter school's enrollment projection including, but not limited to, how the facilities plan serves the interests of the entire community. Describe where the proposed additional grade level(s) will be served.	
Please note: Our Material Revision does not involve the addition of new grade levels to the current site, nor does it propose to add additional grades at an additional site within the community, or as part of a proposed school change in location within the community. Therefore, this section is not applicable to our current request. We are focusing on other aspects of the Material Revision related to the relocation and optimization of existing grade levels to better serve our students and the community.	
In the space below, please include a specific description, with supporting documentation, of this identified site's ability to accommodate the charter school's enrollment projection, inclusive of the proposed additional grade level(s) for the term of the charter. Also, describe the extent to which the site is approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in Section "I" (Facilities) of the *LAUSD Policy and Procedures for Charter Schools*.	
Current School Address(es)	
Address(es) Where Proposed Additional Grades Levels Will Be Served	
Will the Proposed Additional Grade(s) be Served at Private Site(s)?	☐ Yes ☐ No If No, please explain:

For the site identified to serve the proposed additional grade level(s), refer to the current Certificate of Occupancy (COO), or equivalent document issued by the applicable jurisdictional authority, for the site to provide the information requested in the rows below. Please ensure that a copy of the COO (or equivalent) is included in the Section 2b Evidence folder and listed in the Section 2b Evidence Table below.	
Address: Click or tap here to enter text.	
Maximum Occupancy: Click or tap here to enter text.	
Approved Use(s): Click or tap here to enter text.	
Issuing Authority (e.g., "City of Los Angeles"): Click or tap here to enter text.	
Does the site require* any construction-related activities or other facilities improvements to prepare the site to accommodate the school's enrollment roll out plan inclusive of the proposed additional grade level(s)? *Please refer to "Charter Schools Facilities Requirements" on p. 71 of the *LAUSD Policy and Procedures for Charter Schools* for applicable requirements.	☐ Yes ☐ No
If any construction-related activities or other facilities improvements to the site are necessary to comply with applicable law, please provide a brief description (e.g., scope, itemized construction-related activities, and estimated cost) of these construction-related activities or other facilities improvements in the space below.	
Please provide the requested information in the rows below, consistent with the description above.	
Projected maximum occupancy of the site as the result of the above-described planned construction-related activities or other facilities improvements: Click or tap here to enter text.	
Projected Cost: Click or tap here to enter text.	
Projected Schedule (start date / completion date): Click or tap here to enter text.	

EVIDENCE TABLE

Citation	File Name	Link (optional)	Description of Evidence
2b.1			
2b.2			
2b.3			

2b.4			
2b.5			
2b.6			
2b.7			
2b.8			
2b.9			
2b.10			

SECTION 3:
EVIDENCE of COMMUNITY ENGAGEMENT

NARRATIVE

a. In the space below, describe and provide documented evidence of transparent, inclusive, and active community engagement activities and outreach specific to the proposed action (i.e., addition of a site, move, or expansion of grade level(s) served) within the target community (i.e., the community, as defined in the *LAUSD Policy and Procedures for Charter Schools*, that the charter school proposes to serve) in which the proposed additional site or new site (for a move) seeks to locate or the proposed expansion of additional grade level(s) served will occur, including, but not limited to, engagement with the following stakeholder groups:

- □ Parents in the community
- □ Existing public schools (as indicated on the list of Schools within the Community provided by the CSD)
- □ Neighborhood councils
- □ Community-based organizations
- □ Elected representatives
- □ LAUSD Region(s) and Community of Schools leadership
- □ LAUSD Board of Education members

3a Community Engagement
ICS, operating successfully for 14 years, and ICMS for 11 years, together enrolling approximately 500 students, represent 40 different “resident” LAUSD schools across the SFV. Both schools are well-recognized within the broader SFV community.

In compliance with District directives, we promptly informed our parent community and the surrounding community about the school's new location through surveys, flyers, and

personalized conversations to solicit feedback and address concerns. With the collaboration of our dedicated staff, volunteers, and recruiters, we received 129 responses from enrolled families, with 77.5% indicating positive agreement or interest in the new building possibility. Additionally, we received 159 responses from parents, residents, businesses, and community stakeholders in Van Nuys and adjacent areas, with 86.2% expressing interest.

Looking ahead, we plan to organize additional in-person parent and community events and expand our outreach and marketing efforts once LAUSD grants approval for the relocation. Ingenium also sent communication with Van Nuys Neighborhood Council members and key stakeholders, including Council District 6 representative Imelda Padilla, through email communications. Additionally, informational letters were dispatched via regular mail to school principals and organizations in Van Nuys and surrounding regions to apprise them of the relocation plan.

In addition to the above, Ingenium also did the following:

Stakeholder Outreach:

Parents in the Community: Ingenium is committed to regular outreach to current and prospective families. Ingenium's Director of Recruitment and Development spearheads Ingenium's community outreach efforts, focusing on underserved students in the area around each of our campuses, including English Learners and students with disabilities. As illustrated below, ICS+ICMS are moving to a community where the closest surrounding elementary and middle schools are all struggling. We will target our outreach on families who reside within the boundaries of schools that are struggling to achieve success for their students.

For the purpose of this community impact assessment and our planned move, the school conducted two bilingual surveys to current families enrolled at Ingenium.

Specific Actions Taken to Inform Parents:

- Bilingual Social Media Post notifying parents in the community about the planned relocation. The post included contact information for connecting with us, inviting parents, and community members to submit questions, feedback, comments, or concerns through an online survey.
- Bilingual flyers detailing Ingenium's relocation plan were distributed to businesses, laundromats, churches, and high-traffic areas. Additionally, the information was posted on the school website.

Existing Public Schools: Ms. Gonzalez, our Director of Recruitment and Development, sent letters to each of the public schools serving grades TK-8 that we identified as being 'within the Community of Schools' and a three-mile radius from the Kester Ave site. This communication informed them of our plan to relocate from our current Prop 39 co-locations to the Kester Ave Location starting with the 2025-26 school year.

Local District Leadership: In addition to outreach to existing public schools, Ms. Gonzalez also emailed a similar communication to David Baca, Superintendent for Local District Northwest.

Community of School Leadership: In addition, Ms. Gonzalez also emailed a similar communication to Vicky Damonte, Administrator for the Van Nuys/Valley Glen Community of Schools.

Elected Officials: Ingenium also conducted significant outreach to inform several local elected officials about the relocation plan and to gather feedback, questions, or concerns.

Specific Action Taken to Inform Elected Officials:

- Ms. Gonzalez sent an email to Imelda Padilla, Councilmember of Los Angeles City Council District 6, notifying her of the plan to relocate from our current Prop 39 co-locations to the Kester Avenue Location starting with the 2025-26 school year.
- Ms. Gonzalez sent an email to Kathy Schreiner, Board President of the Van Nuys Neighborhood Council, notifying her of the same plan.
- Ms. Gonzalez sent an email to Kelly Gonez, Board Member of the LAUSD Board of Education and representing Board District 6, notifying her of the same plan.
- Ms. Gonzalez sent a similar email to Assemblymember Jesse Gabriel.
- Ms. Gonzalez sent a similar email to State Senator Caroline Menjivar.

Community Based Organizations: Given that our two schools serve TK-8 students, our outreach efforts have focused on local organizations such as the YMCA and Boys & Girls Club in the surrounding area. We also notified stakeholders including local small businesses, parks and recreation facilities that provide services to families. Ingenium distributed physical flyers and information within Van Nuys and surrounding neighborhoods and sent informational letters via regular mail to the following:

- Mid Valley Family YMCA: 6901 Lennox Ave, Van Nuys, CA 91405
- Head Start Preschool: 5944 Woodman Ave, Van Nuys, CA 91401
- CCRC Sherwood: 7224 Woodley Ave, Van Nuys, CA 91406
- CCRC Head Start Sepulveda: 15435 Rayen St, North Hills, CA 91343
- Buonora Child Development Center: 19325 Sherman Way, Reseda, CA 91335
- Van Nuys Civic Child Development: 14350 Sylvan St, Van Nuys, CA 91401
- Church of the Valley Preschool: 6565 Vesper Ave. Van Nuys, CA 91411
- Van Nuys Christian Preschool: 6260 Tyrone Ave, Van Nuys, CA 91401
- Beginnings Learning Center: 6903 Tyrone Ave, Van Nuys, CA 91405
- Apple School Early Childhood Educational Center: 14123 Victory Blvd, Van Nuys, CA 91401
- Montessori House of Children: 6252 Woodman Ave, Van Nuys, CA 91401
- ABC Little Schools: 11728 Moorpark Street Studio City, CA 91604/6447 Woodman Ave, Van Nuys, CA 91401
- The Sherman Oaks Nursery School: 14435 Killion St, Sherman Oaks, CA 91401
- Sherman Oaks Child Care: 14415 Magnolia Blvd. Los Angeles, CA 91423
- Smile Learning Academy: 16930 Sherman Way, Van Nuys, CA 91406
- Harmon Oaks Nursery School: 7028 Balboa Blvd, Lake Balboa, CA 91406
- Happy Preschool Land: 5727 Vanowen St, Van Nuys, CA 91406
- Sunflower Montessori: 15520 Sherman Way. Van Nuys, CA 91406
- Hrashq Pre-School: 7220 Hazeltine Ave. Los Angeles, CA 91405

- The Nurtury Preschool: 14401 Dickens St, Sherman Oaks, CA 91423
- First Steps Family Daycare: 13811 Archwood St, Van Nuys, CA 91405

We will continue to conduct outreach meetings, distribute information and welcome families to visit our school during the 2024-25 school year leading up to our move, and for the years to come.

b. In the space below, describe how various communications media have been used to reach diverse constituencies. Please provide a record of outreach efforts specific to the proposed action and audiences reached (e.g., multilingual notices, materials, meeting agendas, sign-in sheets, survey results, etc.) in the Evidence Table below.

3b Media Used
As outlined in the previous section, information was disseminated via our website, email communications, and through the distribution of physical flyers. All materials were made available in both English and Spanish.

Ingenium employs dedicated and professional staff who handle the translation of all written communications and provide translation services during events and conferences. The following specific bilingual outreach efforts were undertaken as part of this community impact assessment:

A bilingual social media post on our website notified parents in the community about Ingenium's relocation plan. The post included contact information for submitting survey responses with questions or comments.

c. In the space below, please provide a summary of the responses received from stakeholders. In the Evidence Table below, include publicly disclosable information/documentation of stakeholders' responses (to the extent possible) which will be shared with the LAUSD Board.

3c Responses Received
Responses were received from stakeholders:

Based on the community surveys conducted:
Out of 159 responses from parents of children in the community entering grades TK-8, regarding the opening of a TK-8 Ingenium Charter School at Kester Ave Location:

- 86.2% expressed interest in the school.
- 13.8% indicated they were not interested.

Based on the parent survey of currently enrolled families conducted:
Out of 129 responses regarding relocation:

- 77.5% agreed to relocate.
- 18.6% indicated they were not interested in relocating.

Responses to Outreach:

- **Office of Assemblymember Jesse Gabriel:**
  - **Deborah Lopez**
    - "Thanks so much. I'll share this with our team, and best wishes on the move."
  - **Trent-Dorfman, Jack**
    - "Thank you for reaching out and for sharing that you're moving into Van Nuys. I'd be happy to connect to learn more about the process of moving to the Van Nuys location and see how our office can help you get integrated into this community. If a tour or zoom meeting would be of interest, please feel free to reach out to me directly. Looking forward to learning more about Ingenium!"
- **Suzanne Collins, resident of Lemay Street in Van Nuys**
  - Voicemail Message Transcript
    - "Hello, I'm calling about this Ingenium school, which you're planning to build right in my neighborhood. We already have a high school in our neighborhood. My name is Suzanne Collins. I live on Lemay Street in Van Nuys. I am not too happy about this, another school being built right near our neighborhood, which already has a parking problem. So, I'll call back, I'll write 91405, that's my zip code too. I'd like some feedback about why you're building a school so near another school, when this is a residential neighborhood. All right, 323-533-6687."

All documents referenced within Section 3 are listed below and included in the corresponding Dropbox folder for Section 3.

EVIDENCE TABLE
(Add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
3.1	Community Survey	3.1: Van Nu…	Van Nuys Community Survey Google Form
3.1a	Community Survey	3.1a: Van N…	Van Nuys Your Voice Matters (Survey Responses)
3.1b	Community Survey	3.1b: Parent…	Parent Survey: Interest in New School Building Survey Google Form
3.1c	Community Survey	3.1c: New S…	New School Building Interest Parent Survey (Responses)

3.2	Communication Email	3.2: (Email …	(Email Draft) Ingenium Schools Communication Email
3.2a	Communication Email	3.2a: Letter f…	Letter of communication from Superintendent
3.3	Outreach to Existing Public Schools and Organizations	3.3: U.S. Po…	USPS verification of certified mail
3.4	Ingenium Schools Website Posting	3.4: Screens…	Social media posting on Ingenium Website
3.4a	Ingenium Schools Website Posting	3.4a: New S…	Social media posting on Ingenium Website
3.5	Bilingual flyers	3.5: Van Nu…	Distributed to businesses, laundromats, churches, and high-traffic areas
3.5a	Bilingual flyers	3.5a: Van N…	Distributed to businesses, laundromats, churches, and high-traffic areas
3.6	Superintendent for Local District NW Outreach	3.6: (Dr. Dav…	Email outreach to the Superintendent for Local District Northwest
3.7	Van Nuys_Valley Glen CoS Administrator Outreach	3.7: (Vicky D…	Email outreach to Administrator for the Van Nuys/Valley Glen Community of Schools
3.8	City Councilmember Padilla Email Outreach	3.8: (Imelda …	Email outreach to City Councilmember Padilla
3.9	Board President of the Van Nuys Neighborho	3.9: (Kathy …	Email outreach to Board President of the Van Nuys Neighborhood Council Kathy Schreiner

	od Council Kathy Schreiner Email Outreach		
3.10	Board Member Gonez Outreach	3.10: (Kelly …	Emailed outreach to Board Member Gonez
3.11	Assemblymember Jesse Gabriel Outreach	3.11: (Jesse …	Email outreach to Assemblymember Jesse Gabriel Outreach
3.11a	Assemblymember Jesse Gabriel Outreach	3.11a: (Jess…	Email outreach to Assemblymember Jesse Gabriel Outreach
3.12	State Senator Caroline Menjivar Outreach	3.12: (Caroli…	Email outreach to State Senator Caroline Menjivar Outreach
3.13	Office of Assemblymember Jesse Gabriel	3.13: (Debor…	Emailed response from Deborah Lopez
3.14	Office of Assemblymember Jesse Gabriel	3.14: (Trent-…	Emailed response from Trent-Dorfman, Jack
3.15	Suzanne Collins, resident of Lemay Street in Van Nuys	3.15: (Suzan…	Voicemail Message Transcript
3.16	Community Survey	3.16: Screen…	Visualizing Survey Results: Families Interested in the School

3.17	Community Survey	3.17: Screen…	Visualizing Survey Results: Families Interested in Early Registration
3.18	Survey of Currently Enrolled Families	3.18: Screen…	Visualizing Survey Results: Families Interested in Relocating

SECTION 4:
ASSESSMENT of DUPLICATION of PROGRAMS CURRENTLY OFFERED BY EXISTING PUBLIC SCHOOLS IN THE COMMUNITY

NARRATIVE

a. In the space below, please list and provide brief descriptions of all key programs offered by the charter school (inclusive of the proposed additional grade level(s) being requested, if applicable). For each program listed, please also include citations to the applicable page(s) in the charter wherein the program is described. For purposes of this section, **a "program" consists of systemized activities, services, and/or strategies implemented to meet identified education goal(s) for students with measurable outcomes that are regularly monitored**. If a program focuses on goals/benefits for a specific student group (e.g., English Learners, Students with Disabilities, etc.), please indicate this in the brief description of the program.

4a Ingenium Model

In response to the request, we have outlined the key programs implemented by our charter school. These programs represent a cohesive and integrated set of strategies and research-based practices designed to meet the diverse needs of our students. They are personalized and differentiated to meet each student's needs. We use student-led, personalized, data-driven instruction, inclusive classrooms, cultural responsiveness and a focus on positive classroom environment trauma-informed interventions, and quality learning tools with services and supports for individuals and groups of students (including integrated and designated ELD for English Learners). The following highlights some of our key strategies and practices, which, ***collectively***, are not duplicated by any other school across LAUSD, to our knowledge.

ICS+ICMS Programs for Improving Student Learning:

As described in our charter, ICS has established key programs and practices to help our students find joy and meaning in education.

Innovative Features
1. Curriculum Resources- By using standard aligned and research-based curriculum, our students are exposed to cutting edge curriculum taught by appropriately credentialed and qualified teachers. Any changes in curriculum are researched, reviewed, and decided upon by a committee of administrators, instructional coaches, teachers, and members of our teaching and learning department. We understand the importance of staff buy-in and its role in academic success.

2. Ingenium's Signature Practice- At Ingenium, we think differently. We think differently about learning, about the development of people, about the way we approach problem solving and about the way we improve performance. The following Signature Practices are present in every Ingenium classroom and embedded in the Ingenium fabric.

a) Learning Portfolios- Ingenium Learning Portfolios provide a space for learners to document their learning journey through artifacts, data tracking, and self-assessment

tools like the capacity matrix. Students are provided with support in managing their learning portfolios and reflecting on their progress. Learning Portfolios encourage student ownership in decision making over their own learning improvement. Data included in a Learning Portfolio may be: run charts, reading records, fact fluency results, assessment scores, and more.

b) Huddles- Ingenium staff, students, and families engage in Huddles as a practice for establishing strong culture, restoring relationships, and maintaining relationships. This practice provides an equitable opportunity for all participants to be included, voice concerns, and share experiences. The Huddle can be seen daily in classrooms as a way of building positive classroom culture as well as resolving conflicts in a restorative process. In addition, staff frequently engage in this practice for the same purpose and it can be seen at the start or end of meetings, or to engage with important material and topics.

c) Student-led Conferences- Ingenium students are encouraged and supported in leading their own conferences. This practice engages students in their learning, promotes a sense of ownership and self-efficacy. During Student-led Conference, students may be seen showing artifacts, walking a family member through their capacity matrices and/or explaining personal and class data in their learning portfolios or on the data walls.

d) Quality Learning Tools- Ingenium staff and students are proficient at using Quality Tools. These tools enable us to collect and monitor data, partake in the PDSA process, focus on the future, and work together at the highest levels of cooperation and efficiency. Tools are also used effectively with parents to increase support and involvement. Some tools help us to monitor data, some tools enable us to work together and some tools allow us to plan and implement more effectively.

   Examples of Quality Tools used at Ingenium include: Parking Lot, Flow Chart, Forcefield Analysis, Interrelationship Digraph, Capacity Matrices, Loss Function, and more.

e) Data Walls- Data Walls are used to monitor, inform, and drive whole group improvement efforts. These can be seen in the classroom, in the staff room, or in common areas where improvement efforts are being made. A Data Wall creates a cooperative learning environment where everyone's work contributes to the whole and learners become partners in analyzing and using data for improvement. Group goals (class, grade level, school) are tied to the Data Walls, and they are often referred to when tracking progress and achievement.

Programs to meet the needs of All Learners (ICS pp.94-104,108; ICMS pp 23-29, 74-80)

Programs to Meet the Needs of All Learners- Meeting the needs of all learners is crucial in ensuring the success of all. Through innovative programming, students are guaranteed the support they need. Programs to meet these needs include:

1. Inclusive Classrooms- Ingenium's inclusive classroom is a general education environment that welcomes and supports all students, regardless of their differences, and provides equal

access to educational opportunities. Inclusive classrooms address the needs of students with disabilities, impairments, and special needs, as well as those with different learning styles, abilities, racial, religious, or ethnic backgrounds, genders, sexual orientations, or social and economic backgrounds.

2. Newcomer Program- Our Newcomer program was created to help recent immigrant students transition to a traditional school setting. Our program is designed for students who have little to no English proficiency. The program helps students feel welcomed and to develop linguistic skills, adapt to a new culture, and prepare to participate in mainstream classes.Through the use of English 3D, students are able to build on their strengths for rapid acquisition of social and academic language.

Additionally, this program provides resources and information to families of Newcomers through support and education.

3. Special Education- Special Education model at Ingenium Schools is full inclusiveness. All students benefit from instruction that is created through a collaboration of general and special education teachers.

4. Designated and Integrated EL Program- Integrated ELD takes place in the general education classroom with SDAIE and GLAD strategies and is led by the general education teacher.

5. Designated ELD takes place every morning during the Advisory period at ICMS. ELD classes are formed based on the current level of an EL Learner. Instruction is delivered by a trained teacher with an EL Authorization.. Curriculum for EL's is English 3D. This curriculum offers instruction on engaging relevant topics, includes a platform to allow for daily oral and written responses, advances students' knowledge and understanding of academic vocabulary, sentence structure, and grammar, and prepares students for the ELPAC.

6. MTSS- Ingenium uses the Multi-tiered System of Supports for both academics and behaviors. We use data-based problem solving and decision-making strategies to give students the support they need, in the areas in which they need it.

Developing Teacher Talent (ICS, pp. 71-72, 84; ICMS, pp. 57-63, 74)

1. ICS operationally defines high-quality teaching and learning through the Ingenium Teacher Capacity Matrix (ITCM). The ITCM contains five domains that outline the instructional methods and strategies that lead to student learning:

a) Purpose for Learning: Teachers use data and build relationships to understand their students' unique needs. They understand the California standards and Profound Learning Experiences they will implement to build capacity matrices for student learning. They sequence instruction and ensure adequate curricular materials.
b) Assessment: Teachers plan a progression of assessments, use data to adjust instruction, give students detailed and specific feedback, and track data to guide all future instruction.
c) Culture and Classroom Environment: Teachers build a classroom culture that is student centered, promotes positive and respectful interactions between teacher and student and among students, and has transparent, fair behavioral expectations. There

are clear processes used to maximize learning time and, most importantly, the classroom is learning-focused.

d) Instruction: The teacher and student use a variety of methods to ensure a high level of learning for all. This domain articulates strategies such as differentiation, scaffolding, collaboration, and academic vocabulary to ensure students are cognitively engaged and learning at a high level of rigor.
e) Professionalism and Development: This domain outlines the ways a teacher can grow and develop as well as collaborate effectively with all stakeholders.

2. Professional Learning Communities (PLCs)- We work in PLCs where educators work together to improve student learning through cycles of collective inquiry and action research. PLCs are based on the idea that educators need to continuously learn while on the job to help students learn better. PLCs are guided by 4 driving questions: what do we want students to know, how do we know if our students are learning, what do we do if they aren't, and how do we extend their learning if they are.

3. Cultural Responsiveness- By working with the Center for Culturally Responsive Teaching and Learning, Ingenium staff defines, concretely, what is cultural responsiveness and why it is necessary in our schools today. Together we build knowledge and create the context for addressing the needs of underserved students in terms of their sociopolitical and sociolinguistic relativity in our educational system.

We promote the focus on effective instructional strategies utilization in a way that validates and affirms our students across content areas and grade levels.

4. Trauma Informed Interventions- Through our partnership with Trauma-resilient Educational Communities (TREC), all staff members are given tools, resources, strategies, and education on best practices in the fields of Social Emotional Learning (SEL), Restorative Practices, and Trauma-Informed Education. Ongoing professional development allows staff to broaden their experience and knowledge in working with trauma in schools and the classroom.

Expectations & Environment (ICS, pp.; ICMS, pp. 59, 63, 132-133)
1. Focus on Positive Classroom Environment- In order to have a positive classroom management system, teachers have to separate cultural behaviors from disruptive behaviors. In many cases, the two are confused due to biases, misperceptions, and miscommunications. Ingenium staff reflect on our own unconscious biases, learning about cultural behaviors according to research, and practicing management strategies for building on the cultural behaviors.

2. A.L.L. I.N.(**FOR ICS ONLY**) - It takes a collaborative and aligned community with equity-based mindsets and actions to support each student's learning opportunities, journey, achievements, and growth. Everyone in the ICS Family is "A.L.L. I.N."! We show Agency when we make good choices. We are Lifelong Learners when we continue to seek and prioritize learning opportunities. We show Love by practicing empathy. We Include Everyone so everyone in our community has a sense of belonging. We are Nice and Safe everyday with our actions and our words to create a positive learning environment. belonging.

3. The Dragon Code (**FOR ICMS Only**): ICMS has a set of expectations that all students and staff are expected to follow. The Dragon Code is segmented into Integrity, Cooperation, Mutual Respect, and Safety. At the beginning of each semester, teachers facilitate a class discussion

on creating a classroom code of cooperation. The Dragon Code helps students build a framework for their code of cooperation.

4b
b. If applicable, in the rows below, please provide a brief description of each of the key programs offered by the charter school (inclusive of the proposed additional grade level(s) being requested, if applicable) that the petitioners assert are **not** currently offered by the existing public schools in the community. Provide responses to all the questions for each key program listed. Ensure that these program descriptions are consistent with the description of the instructional program in the charter petition and include applicable citations (i.e., reference to the specific pages describing the program in the school's charter).

(Add additional rows to the table below as needed)

Name of Program and brief description (Include applicable charter citation(s))	**Please provide responses to all six questions below for *each* program**
Program 1 **Name**: Capacity Matrices **Brief description:** Capacity matrices are a visual organizational tool that can be used to help students understand and track their learning progress. They provide a clear overview of the key concepts and skills involved in a particular standard. **Applicable charter citation(s)**: Charter Petition, ICMS- p. 49, ICS- pag. 79	**Program 1 (Responses)** 1. **Which student groups does/will the program serve? How many students currently/will participate?** Capacity Matrices are designed to serve all students. This inclusive approach ensures that every student, regardless of their grade level or academic ability, has the opportunity to engage and take ownership of their own learning. 2. **How is the program currently or proposed to be implemented? Describe the activities and/or services related to the program.** Capacity Matrices are implemented through the use of student portfolios. Activities and Services: ● Students will participate in reviewing and tracking their progress for standards. ● Students use the capacity matrices to assess their own understanding and identify areas where they need more support. ● Capacity Matrices provide a clear and

	concise visual representation of goals and progress. **3. What is the educational goal(s) of the program?** Goals: Visual Representation of Learning: They provide a clear and concise visual overview of the learning goals and progress, making it easier to understand and track. Self-Assessment: Students can use capacity matrices to assess their own understanding and identify areas where they need more support or practice. Goal Setting: By seeing their progress in a visual format, students can set specific goals for their learning and work towards achieving them. Personalized Learning: Capacity matrices can be tailored to individual students' needs and learning styles, promoting personalized learning. Motivation: Seeing their progress and growth can be motivating for students, encouraging them to continue learning and striving for excellence. **4. How are the educational goal(s) of the program aligned to identified academic need(s) in the community?** Here are some ways in which capacity matrices are aligned with community academic needs: Identify gaps: Identify specific areas where students are struggling academically. Prioritize needs: Prioritize the most pressing academic challenges. Incorporate into capacity matrices: Ensuring

	that needs are addressed in curriculum and instruction. **5. What are the measurable expected outcomes of the program?** Measurable Expected Outcomes: ● Academic Achievement: Improved performance on standardized tests and assessments, reflecting a deeper understanding of the content. ● Student Engagement: Higher levels of student engagement and enthusiasm for learning, as measured through surveys and classroom observations. ● Improved Attendance: Students who are motivated and engaged are more likely to attend school. **6. How and when is the program monitored/proposed to be monitored?** Capacity Matrices will be monitored and evaluated regularly to ensure that it is meeting its goals. This will be done through a variety of methods, such as: ● Student surveys ● Teacher observations ● Analysis of student portfolios
Name of Program and brief description (Include applicable charter citation(s))	**Please provide responses to all six questions below for *each* program**
Program 2 **Name**: Student Learning Portfolios **Brief description:** Student learning portfolios are collections of student work that showcase their growth and development over time. They can be used to	**Program 2 (Responses)** **1. Which student groups does/will the program serve? How many students currently/will participate?** All students will use learning portfolios. All students have the opportunity to create and maintain a learning portfolio.

support student learning in a variety of ways, including: ● Providing a visual representation of student progress ● Encouraging reflection and self-assessment ● Facilitating communication between students, teachers, and parents ● Assessing student learning in a holistic way **Applicable charter citation(s)**: ICS- pg. 116, ICMS- pg. 49	2. **How is the program currently or proposed to be implemented? Describe the activities and/or services related to the program.** All students create and maintain a portfolio with the support of their teacher at the start of the school year. The specific activities and services related to the program are; - Students selecting work to include in their portfolios - Students reflecting on their work and setting goals for improvement - Students sharing their portfolios with teachers and parents - Teachers providing feedback on student portfolios - Data and student work in the portfolio - Student assessment data to measure own progress in the portfolio **3. What is the educational goal(s) of the program?** The educational goals of the learning portfolio program include: - Helping students to become more independent learners - Helping students to develop critical thinking and problem-solving skills - Helping students to communicate effectively - Helping students to develop a growth mindset **4. How are the educational goal(s) of the program aligned to identified academic need(s) in the community?**

	Learning portfolios are aligned with identified academic needs in the community by focusing on specific areas of student learning. **5. What are the measurable expected outcomes of the program?** The measurable expected outcomes of the learning portfolio program include: - Increased student engagement and motivation - Improved student achievement - Increased student self-confidence - Improved communication skills - Developed critical thinking and problem-solving skills **6. How and when is the program monitored/proposed to be monitored?** The learning portfolio program will be monitored and evaluated regularly to ensure that it is meeting its goals. This will be done through a variety of methods, such as: ● Student surveys ● Teacher observations ● Analysis of student portfolios
Name of Program and brief description (Include applicable charter citation(s))	**Please provide responses to all six questions below for *each* program**
Program 3 **Name**: Huddles **Brief description:** Huddles are short, daily meetings that are typically held at the beginning of the school	**Program 3 (Responses)** **1. Which student groups does/will the program serve? How many students currently/will participate?** All students have the opportunity to participate in huddles **2. How is the program currently or**

day. They are designed to help students connect with each other, set goals, and reflect. **Applicable charter citation(s):** ICS- pg.106, ICMS- pg.49	**proposed to be implemented? Describe the activities and/or services related to the program.** Huddles are typically held at the beginning of the school day, but they can also be held at other times during the day. The specific activities and services related to huddles will vary depending on what is going on in each classroom. However, some common activities include: ● Sharing personal goals ● Discussing current events ● Practicing mindfulness techniques ● Setting daily or weekly goals ● Reflecting on the previous day's learning **3. What is the educational goal(s) of the program?** The educational goals of huddles may vary depending on the needs and priorities. However, some common goals include: ● Improving student engagement and motivation ● Enhancing social skills ● Promoting positive behavior ● Supporting academic achievement **4. How are the educational goal(s) of the program aligned to identified academic need(s) in the community?** Huddles are aligned with identified academic needs in the community by focusing on specific areas of student learning. **5. What are the measurable expected outcomes of the program?**

	The measurable expected outcomes of huddles will vary depending on the specific goals of the class/school. However, some potential outcomes include: ● Increased student engagement and motivation ● Improved academic performance ● Reduced behavioral problems ● Enhanced social skills ● Increased self-esteem **6. How and when is the program monitored/proposed to be monitored?** Huddles are monitored and evaluated regularly. This is be done through a variety of methods, such as: ● Student surveys ● Teacher observations ● Analysis of student behavior data

c. In the space below, discuss the extent to which the charter school's instructional program proposed to be implemented at the additional site, new site (for a move), or for the requested additional grades, would or would not duplicate the current programs offered by public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the charter school. As applicable, discuss and cite any research supporting your response.

4c Comp Schools Review

We are not aware of a single school within LAUSD that is fully duplicative of ICS+ICMS's comprehensive model, including the schools identified on LAUSD's list of schools for purposes of this CIA.

Based on publicly available information about each of the District's traditional and magnet schools (which is limited and potentially out of date), and the charter schools in the surrounding area, **none** of these schools offers the same unique combination of adopted curricula decided by a school-based committee of administrators, teachers, and other staff according to the needs of the students enrolled; Ingenium's Signature Practices of Learnings Portfolios, student-led conferences, daily classroom Huddles, and more; inclusive classrooms for students with disabilities; the Newcomer Program; Professional Learning Communities;

culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, trauma-informed interventions based on the TREC model; and our unique Dragon Code; and myriad other details of our educational program at ICS and ICMS that is unique to the Ingenium model.

To research the 40 surrounding schools identified for this CIA, we looked at each school's website (if there was one), SchoolMint (if they had a profile), the CDE website, and the explore.lausd.org site. The availability of accurate and up-to-date specific information about each school varied widely.

Our research attempts to summarize these key data in a few short paragraphs. The 40 schools are listed in order of distance from the Kester Ave Location, beginning with the closer schools first.

Columbus Ave ES: Columbus Avenue Elementary promotes a safe, respectful environment that fosters each child's maximum academic potential in order to become a successful member of the community and society. The administration organizes and delivers parent workshops and parent meetings on student formative data. The school's art program offers dance, music, and visual arts; their after-school programs provide extracurricular activities such as soccer, football, basketball, softball, dance, and the Science fair.

Columbus Ave ES does not appear to offer learning portfolios with features like classroom artifacts, data tracking and self-assessment tools, student led conferences, or student and faculty practice of our unique set of Quality Learning Tools. They do not appear to offer Data Walls tied to explicit class, grade, and school goals, daily classroom Huddles, trauma-informed practices based on the TREC model, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, or much more. ICS is not duplicative of Columbus ES.

Bassett Street Elementary: Bassett Street Elementary offers a range of programs designed to enhance student learning and engagement. The school emphasizes project and problem-based learning, particularly through its Media Arts and Technology Magnet (bMAT), which integrates digital storytelling and multimedia arts. The school also provides a robust STEAM program, including a world championship-winning robotics team, and nationally recognized multimedia arts labs. Additionally, the school encourages students to take ownership of their learning by offering differentiated instruction and opportunities for students to create evidence-based projects and tasks.

While Bassett Street Elementary offers innovative programs, such as its bMAT Magnet and STEAM initiatives, it does not appear to offer specific elements present in the Ingenium model, such as Learning Portfolios that include classroom artifacts, data tracking, and self-assessment tools, or daily classroom Huddles focused on building positive culture and resolving conflicts. Additionally, Bassett does not seem to have implemented Ingenium's unique set of Quality Learning Tools, culturally responsive pedagogy, or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Bassett Street Elementary.

Sylvan Park ES (School for Advanced Studies): Sylvan Park maintains high expectations for all students while providing rigorous, standards-based, and real-world learning experiences. The program emphasizes partnership with its families and community, e.g.

providing parent workshops in Dynamic Indicators of Basic Early Literacy Skills (DIBELS), math, and phonological awareness. Among its staff are a full-time nurse and psychologist, two instructional coaches (ELA & math), and a part-time IT support position. Their art program includes theater arts and vocal music. Before- and after-school programming includes LA's Best; Ready, Set, Go!; and Youth Services. The school maintains a Parent and Family Center.

Again, Sylvan Park ES does not appear to offer learning portfolios with features like classroom artifacts, data tracking and self-assessment tools, student led conferences, or student and faculty practice of our unique set of Quality Learning Tools. They do not appear to offer Data Walls tied to explicit class, grade, and school goals, daily classroom Huddles, trauma-informed practices based on the TREC model, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, or much more. We also do not operate a separate, test-based admission program for our "gifted" students and instead have an integrated program where all students learn together, side by side, in a highly collaborative co-teaching model. ICS is not duplicative of Sylvan Park ES.
Source: *https://explore.lausd.org/school/1702701/Sylvan-Park-Elementary*

Van Nuys ES: As a community school, Van Nuys Elementary strives to provide a learning environment where all children can learn and thrive and for our school to be the hub for the community where families access health, social-emotional, mental health, and enrichment support for students. Cognitively guided instruction is a key pedagogy at the school, where all staff are trained in how to facilitate math sense routines, purposeful questioning, and problem-solving skills in the classroom. Before- and after-school programming includes LA's Best; Ready, Set, Go!; and Youth Services. The school maintains a Parent and Family Center. Its art program includes theater arts and vocal music.

As with the other schools, Van Nuy ES does not appear to offer learning portfolios with features like classroom artifacts, data tracking and self-assessment tools, student led conferences, or student and faculty practice of our unique set of Quality Learning Tools. They do not appear to offer Data Walls tied to explicit class, grade, and school goals, daily classroom Huddles, trauma-informed practices based on the TREC model, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, or much more. ICS is not duplicative of Van Nuys ES.
Source: *https://explore.lausd.org/school/1743801/Van-Nuys-Elementary*

Louis Armstrong Middle School offers a variety of specialized programs designed to enhance student learning and engagement, particularly through its academies and magnet programs. The school hosts a Math Academy, which provides enriched and rigorous learning opportunities across subjects, with a particular emphasis on advanced mathematics. This program aims to foster a love of learning while preparing students for high school honors classes . Additionally, Louis Armstrong Middle School features a Performing Arts Magnet that ranks among the top-performing arts programs in LAUSD, offering students opportunities in theater, choral singing, stage crew, band, orchestra, and dance .

While Louis Armstrong Middle School provides robust academic and arts programs, it does not appear to offer certain elements of the Ingenium Charter Middle School (ICMS) model, such as Learning Portfolios with classroom artifacts, data tracking, and self-assessment tools. The school also does not seem to implement daily classroom Huddles focused on positive culture building and conflict resolution or use Ingenium's unique set of Quality Learning Tools. Furthermore, there is no indication of trauma-informed practices based on the TREC model or

culturally responsive pedagogy supported by an in-house Center for Culture and Linguistic Relevancy. Therefore, the instructional practices at ICMS do not duplicate those of Louis Armstrong Middle School.
Sources:

- https://www.louisarmstrongms.org/
- https://explore.lausd.org/school/1823801/Louis-Armstrong-Middle-School

Ararat Charter School focuses on delivering a high-quality educational experience that emphasizes academic excellence and the development of leadership skills. The school provides a balanced curriculum with a strong emphasis on literacy, math, science, and social studies, integrated with enrichment programs in the arts, technology, and physical education. Ararat also places significant importance on cultural awareness and bilingual education, supporting students in becoming global citizens with a strong understanding of their cultural heritage.

While Ararat Charter School offers a comprehensive academic program, it does not appear to offer the specific components of the Ingenium model, such as Learning Portfolios that include classroom artifacts, data tracking, and self-assessment tools. Additionally, Ararat does not implement daily classroom Huddles focused on building positive culture and resolving conflicts, nor does it utilize Ingenium's unique set of Quality Learning Tools, trauma-informed practices based on the TREC model, or culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy. Therefore, the instructional practices at ICS do not duplicate those of Ararat Charter School.
Source: *https://araratcharterschool.com/*

Valerio Street ES: Valerio Street ES upholds a philosophy that students merit a safe and challenging school experience that fosters an orientation towards lifelong learning. The school is an early adopter of the Early Language and Literacy Academies (ELLP). Grounded in the structures of regular faculty meetings to analyze student data and plan lessons, the school places students in flexible groups and also implements a multi-tiered system of support. Further, it offers a STEM lab, computer lab, and art studio.

As with the other schools, Valerio Street ES does not appear to offer learning portfolios with features like classroom artifacts, data tracking and self-assessment tools, student led conferences, or student and faculty practice of our unique set of Quality Learning Tools. They do not appear to offer Data Walls tied to explicit class, grade, and school goals, daily classroom Huddles, trauma-informed practices based on the TREC model, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, or much more. ICS is not duplicative of Valerio Street ES.
Sources:

- https://valeriostes.lausd.org/
- https://explore.lausd.org/school/1738401/Valerio-Street-Elementary

Cardenas ES: Emphasizes math, science, and technology; developing effective communication skills; and the ability to problem solve and provide community through inquiry- and project-based learning. The arts program includes dance, instrumental music, and visual arts. Students participate daily in the school's character program, with lessons on empathy,

conscience, respect, self-control, tolerance, fairness and kindness. An Intervention Lab serves students from any grade who are reading below grade level. A Parent Center provides workshops for enrolled families and the community. The school also offers a preschool program, as well as after-school programming via LA's Best and Youth Services.

It does not appear that Cardenas ES offers learning portfolios with self-assessments tools like a capacity matrix or student-led conferences during which a student might discuss their capacity matrix – hallmarks of our program that emphasize student agency. They do not appear to practice offer our unique set of Quality Learning Tools for use by students and staff, such as Force Field Analysis, Loss Function, and Interrelationship Diagram; Data Walls tied to explicit class, grade, and school goals, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, daily classroom Huddles, or trauma-informed practices based on the TREC model, . , or much more. ICS is not duplicative of Cardenas ES. Source: *https://explore.lausd.org/school/1740101/Andres-Maria-Cardenas-Elementary*

Mulholland Middle School offers a range of specialized programs aimed at enhancing student learning and providing unique educational opportunities. The school features a Biotechnology Pathway, which starts in 7th grade and continues through high school, offering hands-on science courses that lead to college and career opportunities in biotechnology. The program includes a biotechnology lab equipped with advanced tools like electrophoresis devices and a Megacycler, enabling students to engage in interactive experiments .

In addition to the Biotechnology Pathway, Mulholland Middle School has comprehensive programs in areas such as Engineering and Film Production, and it also offers a specialized Magnet Program that focuses on Robotics . The school's Special Education program emphasizes student-centered learning, integrating technology and creative approaches to support students with special needs .

While Mulholland Middle School provides a robust and specialized curriculum, it does not offer specific components of the Ingenium Charter Middle School (ICMS) model, such as Learning Portfolios that include classroom artifacts, data tracking, and self-assessment tools. Additionally, Mulholland does not implement daily classroom Huddles focused on building positive culture and resolving conflicts, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICMS do not duplicate those of Mulholland Middle School. Sources:

- https://mulhollandms.lausd.org/
- https://explore.lausd.org/school/1825901/William-Mulholland-Middle-School

Robert Fulton College Preparatory ("Fulton College Prep"): This school, focused on college and career readiness, is comprised of a home school and the Communication Arts & Music Magnet school. At the magnet school, students participate in new media and music instruction, with the vision of preparing students with the competencies that are effective for potential careers in journalism, entertainment, and graphic design. The school also offers the Sociology Academy of Scholars, a School for Advanced Studies where students can enroll in college classes at Los Angeles Valley College; and the Jaguars Achieving Greatness dual enrollment program with the same college. Fulton College Prep's programming includes Advanced Placement classes, counseling services, and after-school programs via Arc.

Like the nearby elementary schools, Fulton College Prep does not appear to offer learning portfolios, student-led conferences, or student and faculty practice of our Quality Learning Tools. They do not appear to implement Data Walls tied to explicit class, grade, and school goals, daily classroom Huddles, TREC model practices, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, or much more. ICMS is not duplicative of Fulton College Prep.

Fulton College Prep does not appear to offer learning portfolios, student-led conferences, or student and faculty practice of our particular set of Quality Learning Tools. They do not appear to implement Data Walls tied to explicit class, grade, and school goals, daily classroom Huddles, TREC model practices, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, or much more. ICMS is not duplicative of Fulton College Prep.
Sources:

- *https://explore.lausd.org/school/1814201/Robert-Fulton-College-Preparatory-School*
- https://www.fultonprep.net/

Kester Avenue Elementary School offers a diverse and comprehensive educational program, serving students from Transitional Kindergarten through fifth grade. The school includes a home school program as well as a Gifted/High Ability Magnet program for students in grades 1-5. Kester Avenue emphasizes core academic subjects while also providing an enriched curriculum that includes art, music, science, and physical education. The school is notable for its high Academic Performance Index (API) score and has been recognized as both a National Blue Ribbon School and a California Distinguished School [OBJ] [OBJ].

In addition to its strong academic offerings, Kester Avenue Elementary provides a variety of after-school programs that include homework assistance, enrichment activities in science, technology, arts, and physical education, as well as childcare services [OBJ].

While Kester Avenue Elementary offers an enriched and well-rounded educational experience, it does not appear to implement certain key elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios with classroom artifacts, data tracking, and self-assessment tools. The school also does not utilize daily classroom Huddles for building positive culture and resolving conflicts, nor does it implement Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Kester Avenue Elementary School.
Sources:

- https://kesteravees.lausd.org/
- https://explore.lausd.org/school/1472601/Kester-Avenue-Elementary

Hazeltine Avenue Elementary School provides a nurturing and inclusive environment, emphasizing safety, social-emotional well-being, and rigorous instruction. The school has set specific academic goals, such as improving literacy and math scores, and also focuses on enhancing students' social-emotional well-being [OBJ]. Hazeltine offers various support programs, including the Healthy Start Program, which links students and families to essential resources like food, shelter, medical services, and mental health counseling [OBJ].

While Hazeltine Avenue Elementary has a notable commitment to academic and emotional support, it does not incorporate specific components of the Ingenium Charter School (ICS) model, such as Learning Portfolios that track student progress with classroom artifacts and

self-assessment tools. Additionally, Hazeltine does not implement daily classroom Huddles or Ingenium's set of Quality Learning Tools. Therefore, the instructional practices at ICS do not duplicate those of Hazeltine Avenue Elementary School.
Sources:

- https://hazeltineavees.lausd.org/
- https://explore.lausd.org/school/1449301/Hazeltine-Avenue-Elementary

Kittridge Street Elementary School offers a range of specialized programs aimed at providing a well-rounded education for its students. The school features a School for Advanced Studies (SAS) program, which is designed to meet the unique educational needs of gifted learners through high-quality, differentiated instruction. This program focuses on depth, complexity, and acceleration across various subjects. Additionally, Kittridge has a robust STEM Lab where students in grades 3-5 engage in hands-on activities aligned with the Next Generation Science Standards (NGSS). The lab offers opportunities for students to work in small groups on scientific investigations, enhancing their understanding of science and engineering practices.

While Kittridge Street Elementary provides strong academic programs like the SAS and STEM Lab, it does not appear to incorporate specific elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios with classroom artifacts, data tracking, and self-assessment tools. Furthermore, Kittridge does not implement daily classroom Huddles focused on building a positive culture or Ingenium's unique set of Quality Learning Tools. Therefore, the instructional practices at ICS do not duplicate those of Kittridge Street Elementary School.
Sources:

- https://kittridgestes.lausd.org/
- https://explore.lausd.org/school/1476001/Kittridge-Street-Elementary

Cohasset Street Elementary School emphasizes creating a supportive and inclusive learning environment, with a focus on academic achievement and social-emotional well-being. The school offers a unique one-way immersion program in Spanish, aiming for students to become bilingual and biliterate by the time they reach middle school. This program is the only one of its kind in Region North. Additionally, Cohasset provides a variety of resources for parents, including a Parent Center that offers classes and support to strengthen family engagement in students' education.

While Cohasset Street Elementary provides valuable programs, it does not appear to incorporate specific elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios with classroom artifacts, data tracking, and self-assessment tools. Additionally, Cohasset does not implement daily classroom Huddles focused on building positive culture, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Cohasset Street Elementary School.
Sources:

- https://cohassetstes.lausd.org/
- https://explore.lausd.org/school/1313701/Cohasset-Street-Elementary

Van Nuys MS & S.T.E.A.M. Magnet: This school, focused on college and career readiness, is comprised of a home school and the S.T.E.A.M. Magnet school. At the magnet school, students participate in STEAM-related field trips, have opportunities to apply engineering to

improve products, can join a buddy program that pairs 6th and 8th-graders, and during homeroom period can participate in acceleration, remediation, test preparation, or enrichment based on their needs. The school also includes a "small learning community" of students that attend the Valley Environmental Academy (VEA), a School for Advanced Studies for identified gifted students, and designed for students who have a strong interest in science and the preservation of the planet. Additionally, the school hosts a parent organization and offers students after-school programs via YS Plus and Youth Services. Arts programming includes band, general art and music, mariachi, theater, strings, and wind percussion. (4.61 – 4.63)

At Van Nuys MS, in particular, under its SAS for gifted students and magnet program for STEAM, students appear to be segregated by ability, while at ICS+ICMS our students all learn together in an inclusive classroom. Like the nearby elementary schools, Van Nuys MS does not appear to offer learning portfolios, student led conferences, or student and faculty practice of our particular set of Quality Learning Tools. They do not appear to implement Data Walls tied to explicit class, grade, and school goals, daily classroom Huddles, TREC model practices, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, the Dragon Code (using their signature "Mustang Method" instead), or much more. ICMS is not duplicative of Van Nuys MS.
Sources:

- https://vannuysms.lausd.org/
- *https://explore.lausd.org/school/1843401/Van-Nuys-Middle-School*

Chandler Elementary School is committed to providing a challenging, enriching, and safe learning environment through rigorous, technological, and differentiated standards-based instruction. The school's mission emphasizes preparing students for the 21st century by focusing on both academic and social learning, with a particular emphasis on differentiated instruction to cater to various learning modalities and multiple intelligences. Chandler Elementary also integrates technology into its curriculum to enhance student learning and offers specialized services to address the individual needs of all students. The school fosters a sense of community and mutual respect, creating a warm and supportive environment where students can thrive OBJ OBJ.

While Chandler Elementary provides a comprehensive educational experience with a focused emphasis on individualized instruction and the use of technology, it does not appear to implement specific components of the Ingenium Charter School (ICS) model, such as Learning Portfolios with classroom artifacts, data tracking, and self-assessment tools. Additionally, Chandler does not incorporate daily classroom Huddles focused on building a positive culture, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Chandler Elementary School.
Sources:

- https://chandleres.lausd.org/
- https://explore.lausd.org/school/1295901/Chandler-Elementary

Michelle Obama Elementary School is dedicated to preparing students to be lifelong learners and responsible members of society through a rigorous academic curriculum integrated with STEAM and 21st-century skills. The school places a strong emphasis on social-emotional learning, restorative justice, and project-based learning. Additionally, Michelle Obama Elementary promotes leadership skills through its "Leader In Me" program, which aims to empower students to succeed academically and personally OBJ OBJ.

While Michelle Obama Elementary offers a comprehensive and well-rounded educational program, it does not include specific elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios that incorporate classroom artifacts, data tracking, and self-assessment tools. The school also does not implement daily classroom Huddles focused on building positive culture or utilize Ingenium's unique set of Quality Learning Tools. Therefore, the instructional practices at ICS do not duplicate those of Michelle Obama Elementary School.
Sources:

- https://michelleobamaes.lausd.org/
- https://explore.lausd.org/school/1230201/Michelle-Obama-Elementary-School

Vista MS (Sports Medicine/College Prep Magnet, Gifted S.T.E.A.M. Magnet, and Media/Entertainment/Graphic Arts Magnet): Vista MS promotes a safe, caring environment where collaboration among stakeholders occur to form, maintain, and develop social, emotional, physical, and intellectual wellness of students and adults. The school houses three magnets, including Sports Medicine/College Prep Magnet, Gifted S.T.E.A.M Magnet, and Media/Entertainment/Graphic Arts Magnet. The school offers academic intervention support before, during, and after school, as well as on Saturdays and during the summer. administration organizes and delivers parent workshops and parent meetings on student formative data. Extracurricular clubs and activities include art, basketball, cheer, chess, drumline, food and gardening, robotics, running, and more.

At Vista MS, in particular, under its Gifted S.T.E.A.M Magnet, students appear to be segregated by ability, while at ICS+ICMS our students all learn together in an inclusive classroom. Like the nearby elementary schools, Vista MS does not appear to offer learning portfolios, student led conferences, or student and faculty practice of our particular set of Quality Learning Tools. They do not appear to implement Data Walls tied to explicit class, grade, and school goals, daily classroom Huddles, TREC model practices, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, or much more. ICS+ICMS is not duplicative of Vista MS.
Sources:

- *https://explore.lausd.org/school/1811701/Vista-Middle-School*
- https://vistams.lausd.org/

Erwin Elementary School offers a variety of educational programs aimed at fostering academic excellence and social-emotional well-being. The school is designated as a School for Advanced Studies (SAS), providing high-quality, differentiated instruction tailored to the needs of gifted learners. The SAS program focuses on depth, complexity, acceleration, and novelty, catering to students identified in various ability categories such as Intellectual Ability, High Achievement Ability, and Leadership Ability. Additionally, Erwin Elementary integrates social-emotional learning through programs like Second Step, which teaches students how to manage their emotions and interact positively with others. The school also emphasizes the arts, offering students opportunities to engage in visual arts, dance, and music OBJ OBJ.

While Erwin Elementary provides a comprehensive and enriched curriculum, it does not include specific elements of the Ingenium Charter School model, such as Learning Portfolios that incorporate classroom artifacts, data tracking, and self-assessment tools. Additionally, Erwin does not implement daily classroom Huddles focused on building a positive culture or

utilize Ingenium's unique set of Quality Learning Tools. Therefore, the instructional practices at ICS do not duplicate those of Erwin Elementary School.
Sources:

- https://erwines.lausd.org/
- https://explore.lausd.org/school/1363001/Erwin-Elementary

Burton Street Elementary School is a small neighborhood K-5 school located in Panorama City, CA. The school emphasizes creating a safe, respectful, and academically challenging environment where students can thrive. Burton Street Elementary offers various programs, including a Gifted and Talented Education (GATE) program, which provides advanced learning opportunities for gifted students, aiming to remove barriers and raise academic standards. Additionally, the school offers an arts program that includes visual arts, music, and dance, as well as after-school programs like LA's Best and Ready-Set-Go!, which provide enrichment and academic support outside regular school hours OBJ OBJ.

While Burton Street Elementary offers a range of valuable programs, it does not incorporate specific elements of the Ingenium Charter School model, such as Learning Portfolios that include classroom artifacts, data tracking, and self-assessment tools. Furthermore, Burton Street does not implement daily classroom Huddles focused on building a positive culture, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Burton Street Elementary School.
Sources:

- https://burtonstes.lausd.org/
- https://explore.lausd.org/school/1265801/Burton-Street-Elementary

Noble Avenue Elementary School focuses on providing a positive and inclusive learning environment, with a large emphasis on academic rigor and character development. The school offers differentiated instruction to meet the needs of its diverse learners, utilizing small group instruction, after-school tutoring, and enrichment through its School for Advanced Studies (SAS) program. This program is designed to ensure that all students are meeting grade-level standards and are prepared for college and career success. Additionally, Noble Avenue integrates arts, technology, and character education into its curriculum, fostering a well-rounded educational experience for students OBJ OBJ.

While Noble Avenue Elementary offers a robust academic program and various support systems, it does not appear to incorporate specific elements of the Ingenium Charter School model, such as Learning Portfolios that include classroom artifacts, data tracking, and self-assessment tools. Furthermore, Noble Avenue does not implement daily classroom Huddles focused on building a positive culture, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Noble Avenue Elementary School.
Sources:

- https://nobleavees.lausd.org/
- https://explore.lausd.org/school/1560301/Noble-Avenue-Elementary

Ranchito Avenue Elementary School provides a well-rounded educational experience with a focus on academic excellence, inclusivity, and community engagement. The school offers a School for Advanced Studies (SAS) program, designed for gifted and high-achieving students, which includes a curriculum that emphasizes depth, complexity, and acceleration. The SAS

program clusters these students together, allowing for specialized instruction tailored to their needs. Additionally, Ranchito offers a Spanish Dual Language Academy, which prepares students to be bilingual and biliterate, enhancing their cultural and linguistic competencies.

While Ranchito Avenue Elementary offers robust academic programs and focuses on individualized instruction, it does not incorporate specific elements of the Ingenium Charter School model, such as Learning Portfolios that include classroom artifacts, data tracking, and self-assessment tools. Furthermore, Ranchito does not implement daily classroom Huddles focused on building a positive culture, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Ranchito Avenue Elementary School.
Sources:

- https://ranchitoavees.lausd.org/
- https://explore.lausd.org/school/1619201/Ranchito-Avenue-Elementary

Ivy Bound Academy emphasizes a strong academic foundation combined with a focus on character development and student empowerment. The school offers a rigorous curriculum with a particular emphasis on math, science, and technology, and provides additional academic support through after-school programs. Ivy Bound Academy also focuses on fostering a positive school culture through programs that emphasize leadership and responsibility among students.

The school's Single Plan for Student Achievement (SPSA) highlights targeted strategies to improve student outcomes, including differentiated instruction and the use of data to drive instructional decisions. This plan is part of their broader approach to ensuring that all students meet or exceed academic standards. Additionally, Ivy Bound Academy integrates technology into its classrooms to enhance student learning and prepare them for future academic success.

While Ivy Bound Academy offers a solid academic program, it does not incorporate specific elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios that include classroom artifacts, data tracking, and self-assessment tools. Furthermore, Ivy Bound does not implement daily classroom Huddles focused on building a positive culture, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Ivy Bound Academy.
Sources:

- https://ivyboundacademy.org/

Hesby Oaks Leadership Charter School provides a comprehensive educational experience for students in grades K-8, emphasizing leadership, academic excellence, and community involvement. The school offers a variety of academic programs, including a School for Advanced Studies (SAS), which caters to gifted students by offering advanced and differentiated instruction across core subjects. The school also provides an extensive range of enrichment activities, including after-school programs that focus on fine arts, music, drama, science, and physical education [OBJ] [OBJ].

While Hesby Oaks Leadership Charter offers solid academic and enrichment programs, it does not include specific elements of the Ingenium Charter School (ICS) model, such as Learning

Portfolios that incorporate classroom artifacts, data tracking, and self-assessment tools. Additionally, Hesby Oaks does not implement daily classroom Huddles focused on building a positive culture, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Hesby Oaks Leadership Charter School.
Sources:

- https://hesbyoaks.com/
- https://explore.lausd.org/school/1452101/Hesby-Oaks-Leadership-Charter

James Madison Middle School offers a comprehensive educational experience with a focus on rigorous, standards-based instruction and the development of skills across various academic areas. The school hosts several specialized academies, including the Medical Math and Science Magnet, the Computer Science and Engineering Design Magnet, and the School for Advanced Studies (SAS). These programs are designed to prepare students for future academic and career success by offering a curriculum that emphasizes depth, complexity, and real-world applications. The school also prioritizes the social and emotional well-being of its students, integrating these aspects into the overall educational experience OBJ OBJ.

While James Madison Middle School provides robust academic programs and focuses on student development through its specialized academies, it does not incorporate specific elements of the Ingenium Charter Middle School (ICMS) model, such as Learning Portfolios that include classroom artifacts, data tracking, and self-assessment tools. Additionally, Madison does not implement daily classroom Huddles focused on building a positive culture, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICMS do not duplicate those of James Madison Middle School.
Sources:

- https://madisonms.lausd.org/apps/pages/index.jsp?uREC_ID=4241706&type=d&pREC_ID=2515336
- https://explore.lausd.org/school/1823001/James-Madison-Middle-School

Panorama City Elementary School is dedicated to creating a dynamic learning environment that emphasizes academic excellence and social responsibility. The school aims to foster a collaborative community where all stakeholders actively participate in helping students achieve their highest potential. The educational approach at Panorama City Elementary focuses on enhancing learning through data analysis, peer coaching, and the implementation of Common Core Standards to ensure effective instruction. The school also places a strong emphasis on small group instruction, which is a cornerstone of their strategy to meet the diverse needs of their students, ensuring that every child receives personalized support to master grade-level standards.

While Panorama City Elementary offers a comprehensive educational program focused on both academic and social growth, it does not incorporate specific components of the Ingenium Charter School (ICS) model. These components include Learning Portfolios that track student progress through classroom artifacts and self-assessment tools, daily classroom Huddles that foster positive culture and resolve conflicts, and the use of Ingenium's unique Quality Learning Tools. Additionally, the school does not employ trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Panorama City Elementary School.

Sources:
- https://panoramacityes.lausd.org/
- https://explore.lausd.org/school/1560401/Panorama-City-Elementary

Riverside Drive Charter School offers a comprehensive educational program centered around its STArt (Science, Technology, and Art) curriculum, which emphasizes hands-on, interdisciplinary learning. This approach is designed to develop critical thinking, creativity, collaboration, and communication skills, preparing students for the challenges of college and careers. The school is committed to fostering a thriving community of educators, staff, parents, and community partners who work together to support student success OBJ OBJ.

While Riverside Drive Charter provides a rich curriculum and a strong community focus, it does not incorporate specific elements of the Ingenium Charter School (ICS) model. These include Learning Portfolios that track student progress with classroom artifacts and self-assessment tools, daily classroom Huddles that focus on building positive culture and resolving conflicts, and the use of Ingenium's unique Quality Learning Tools. Additionally, Riverside Drive does not employ trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Riverside Drive Charter School.
Sources:
- https://www.riversidedrivecharter.org/
- https://explore.lausd.org/school/1631501/Riverside-Drive-Charter-School

Chase Street Elementary School is focused on providing a well-rounded educational experience that promotes both academic and social excellence. The school's mission emphasizes preparing students to be responsible, productive members of society in a safe environment. To support this mission, Chase Street offers leadership opportunities, character education, and integrates technology into its curriculum to ensure students are college, career, and life ready. The school also encourages a collaborative environment involving teachers, staff, parents, and community members, aiming to instill lifelong learning skills in students.

While Chase Street Elementary provides a good foundation in academic and social development, it does not incorporate specific elements of the Ingenium Charter School (ICS) model. These elements include Learning Portfolios that track student progress through classroom artifacts and self-assessment tools, daily classroom Huddles that build positive culture and resolve conflicts, and the use of Ingenium's unique Quality Learning Tools. Additionally, Chase Street does not utilize trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Chase Street Elementary School.
Sources:
- https://chasestes.lausd.org/
- https://explore.lausd.org/school/1301401/Chase-Street-Elementary

Gault Street Elementary School offers a rich academic and enrichment program designed to support the holistic development of students. The school features a School for Advanced Studies (SAS) program, which provides advanced and differentiated instruction tailored to the needs of gifted and high-achieving students. The school also incorporates a variety of enrichment activities, including ballroom dancing, violin instruction, visual arts, and theater, all taught by district instructors or professionals. Additionally, Gault Street provides students with hands-on learning opportunities through its gardening program and Science and Engineering

Lab, emphasizing project-based learning and inquiry [OBJ].

While Gault Street Elementary offers a comprehensive and engaging educational experience, it does not include specific components of the Ingenium Charter School (ICS) model. These components include Learning Portfolios that track student progress with classroom artifacts and self-assessment tools, daily classroom Huddles focused on building positive culture, and the use of Ingenium's unique Quality Learning Tools. Furthermore, Gault Street does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Gault Street Elementary School.
Sources:

- https://gaultstes.lausd.org/
- https://explore.lausd.org/school/1411001/Gault-Street-Elementary

Rosa Parks Learning Center offers a variety of programs aimed at fostering academic excellence, creativity, and social-emotional well-being. The school features a Gifted and Talented Education (GATE) program that provides differentiated instruction tailored to students requiring higher levels of abstract thinking, motivation, and accelerated learning. Additionally, the school has a strong focus on enrichment, offering programs in the arts, including visual arts, piano classes, and a community garden. Rosa Parks Learning Center also prioritizes student health and wellness through its Healthy Start program and various after-school programs such as LA's BEST, which provides a safe and supervised environment for students after school with engaging educational and recreational activities.

While Rosa Parks Learning Center provides a comprehensive range of academic and enrichment programs, it does not incorporate specific elements of the Ingenium Charter School (ICS) model. These include Learning Portfolios that track student progress through classroom artifacts and self-assessment tools, daily classroom Huddles that focus on building positive culture, and the use of Ingenium's unique Quality Learning Tools. Additionally, Rosa Parks does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Rosa Parks Learning Center.
Sources:

- https://rosaparkslc.lausd.org/apps/pages/index.jsp?uREC_ID=3797501&type=d&pREC_ID=2456937
- https://rosaparkslc.lausd.org/apps/pages/index.jsp?uREC_ID=3797501&type=d&pREC_ID=2456938

Coldwater Canyon Elementary School offers a robust educational program that emphasizes preparing students with 21st-century skills to be college and career ready. The school features several innovative programs, including a STEAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum that integrates hands-on learning experiences across these disciplines. The school is also a STEAM Certified School, highlighting its commitment to interdisciplinary education.

In addition to STEAM, Coldwater Canyon Elementary provides a Gifted and Talented Education (GATE) program that offers differentiated instruction for students identified as gifted. This program is designed to challenge students and support their advanced learning needs. The school also offers a Dual Language program, which aims to develop bilingualism and

biliteracy in students by providing instruction in both English and Spanish.

While Coldwater Canyon Elementary provides a heavy focus on STEAM, GATE, and dual language education, it does not incorporate specific elements of the Ingenium Charter School (ICS) model. These elements include Learning Portfolios that track student progress through classroom artifacts and self-assessment tools, daily classroom Huddles that build positive culture and resolve conflicts, and the use of Ingenium's unique Quality Learning Tools. Additionally, Coldwater Canyon does not utilize trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Coldwater Canyon Elementary School.
Sources:

- https://coldwateres.lausd.org/
- https://explore.lausd.org/school/1315101/Coldwater-Canyon-Elementary

Langdon Avenue Elementary School emphasizes a comprehensive educational approach, integrating technology and project-based learning to enhance student engagement and achievement. The school is a one-to-one electronic device institution, ensuring that every student has access to a Chromebook or iPad for both classroom and home use. This integration supports a range of activities, from improving typing skills and reinforcing math concepts to conducting research and collaborating on projects. The school also offers specialized programs, including robotics and interventions, aimed at supporting the diverse learning needs of its students.

In addition to its strong academic focus, Langdon Avenue provides enrichment through programs like its Healthy Start initiative, which supports student and family wellness. The school fosters a collaborative environment that includes parents, educators, and the community, working together to ensure that students are prepared for college and career success.

While Langdon Avenue Elementary offers a well-rounded educational experience, it does not incorporate specific elements of the Ingenium Charter School (ICS) model. These include Learning Portfolios that track student progress with classroom artifacts and self-assessment tools, daily classroom Huddles focused on building positive culture, and the use of Ingenium's unique Quality Learning Tools. Furthermore, Langdon Avenue does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Langdon Avenue Elementary School.
Sources:

- https://langdonavees.lausd.org/apps/pages/index.jsp?uREC_ID=3796762&type=d&pREC_ID=2455265
- https://explore.lausd.org/school/1477501/Langdon-Avenue-Elementary

Alta California Elementary School and Gifted Magnet offers a robust and innovative educational program with an overall emphasis on STEAM (Science, Technology, Engineering, Arts, and Mathematics). The school operates under an Expanded School-Based Decision Making Model and a Community School Model, which involve all stakeholders in the school improvement process. The school provides a challenging curriculum focused on STEAM, using state-of-the-art technology, including programs like Lexia, ST Math, and Achieve3000, to support student learning. The school also promotes a positive school culture through initiatives like the collection of "Alta Buttons" as a fun, engaging way to encourage and reward student

participation and achievements.

Additionally, Alta California's Gifted Magnet program offers advanced learning opportunities for students identified as gifted, with a curriculum designed to enhance critical thinking and problem-solving skills across the STEAM disciplines. The Community School model at Alta California also incorporates integrated student supports, expanded learning time, family and community engagement, and collaborative leadership, ensuring a holistic approach to student development and success.

While Alta California Elementary School and Gifted Magnet provides a well-rounded and advanced educational experience, it does not incorporate specific elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios that include classroom artifacts and self-assessment tools, or daily classroom Huddles focused on building a positive culture. Additionally, Alta California does not utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Alta California Elementary School and Gifted Magnet.
Sources:

- https://www.altacaliforniaelementary.org/
- https://explore.lausd.org/school/1739801/Alta-California-Elementary

Saticoy Elementary School is committed to providing a comprehensive, meaningful education that is guided by the Common Core State Standards. The school emphasizes creating a safe and supportive learning environment, integrating technology, bilingual education, and 21st-century skills into its curriculum. Saticoy offers a School for Advanced Studies (SAS) program designed to meet the needs of gifted and high-achieving students, as well as an Armenian Dual Language Program that promotes bilingualism and biliteracy. Additionally, the school supports students with special needs through its Deaf and Hard of Hearing (DHH) program, offering specialized instruction and resources.

Saticoy Elementary is also active in fostering community involvement, with various parent engagement initiatives and programs like LA's BEST, which provides after-school enrichment activities. The school's mission is to prepare students to be responsible citizens and dynamic problem solvers in a technologically changing society.

While Saticoy Elementary offers a diverse range of academic and enrichment programs, it does not include specific elements of the Ingenium Charter School (ICS) model. These elements include Learning Portfolios that track student progress through classroom artifacts and self-assessment tools, daily classroom Huddles focused on building a positive culture, and the use of Ingenium's unique Quality Learning Tools. Additionally, Saticoy does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Saticoy Elementary School.
Sources:

- https://saticoyes.lausd.org/
- https://explore.lausd.org/school/1656501/Saticoy-Elementary

Primary Academy for Success School (P.A.S.S.) emphasizes the development of foundational skills essential for 21st-century learners, focusing on both academic and social behaviors. The school integrates social-emotional learning into its curriculum, helping students manage their well-being while fostering creativity, critical thinking, and collaboration. The

school also emphasizes community engagement and parental involvement as vital components of its educational approach. Additionally, P.A.S.S. follows a School Site Council (SSC) structure that adheres to the School Plan for Student Achievement (SPSA) to ensure that the school's budget and instructional practices are aligned with improving student outcomes.

While P.A.S.S. offers a nurturing and supportive environment, it does not include specific elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios that incorporate classroom artifacts, data tracking, and self-assessment tools. The school also does not implement daily classroom Huddles focused on building a positive culture or utilize Ingenium's unique Quality Learning Tools. Additionally, trauma-informed practices based on the TREC model are not a part of their curriculum. Therefore, the instructional practices at ICS do not duplicate those of Primary Academy for Success School.
Sources:

- https://pass.lausd.org/
- https://explore.lausd.org/school/1477601/Primary-Academy-for-Success-School

Valor Academy Elementary School, part of the Bright Star Schools network, offers a holistic educational experience with an emphasis on rigorous academics, inclusive education, and social-emotional support. The school serves students from Transitional Kindergarten through 4th grade and is committed to fostering a supportive environment where every child is known and loved. The school balances academic rigor with holistic support, ensuring students are prepared for success in higher education and beyond.

The school also places a strong emphasis on social-emotional development, believing that academic achievement is closely linked with a child's emotional and physical wellness. Enrichment opportunities are provided through programs like art, gardening, and a free after-school enrichment program that includes homework support and exploratory play. Additionally, the school integrates life experience lessons, including field trips, to extend learning beyond the classroom.

While Valor Academy Elementary provides a comprehensive and nurturing environment, it does not incorporate specific elements of the Ingenium Charter School (ICS) model. These elements include Learning Portfolios that track student progress through classroom artifacts and self-assessment tools, daily classroom Huddles focused on building positive culture, and the use of Ingenium's unique Quality Learning Tools. Additionally, the school does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Valor Academy Elementary School.
Sources:

- https://brightstarschools.org/VAES
- https://explore.lausd.org/school/1477601/Primary-Academy-for-Success-School

John B. Monlux Elementary School offers a well-rounded educational experience with a focus on creating a supportive, child-centered environment. The school emphasizes critical thinking and lifelong learning through its curriculum, which is aligned with the Common Core Standards. Monlux Elementary also provides specialized programs such as its S.T.E.A.M. Magnet, which integrates science, technology, engineering, arts, and mathematics into the learning experience. The school promotes a collaborative environment where educators, parents, and the community work together to support student achievement and well-being.

While John B. Monlux Elementary provides a comprehensive academic and social-emotional curriculum, it does not include specific elements of the Ingenium Charter School (ICS) model. These elements include Learning Portfolios that track student progress through classroom artifacts and self-assessment tools, daily classroom Huddles focused on building a positive culture, and the use of Ingenium's unique Quality Learning Tools. Additionally, Monlux does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of John B. Monlux Elementary School.
Sources:

- https://monluxes.lausd.org/
- https://explore.lausd.org/school/1534201/John-B-Monlux-Elementary

Sherman Oaks Elementary Charter School offers a well-rounded educational program focused on the development of both academic and social-emotional skills. The school integrates arts, music, science, and robotics into its curriculum, aiming to provide enriched instruction that engages the whole child. The school also emphasizes character education through various programs and activities, which include events like "Pawsitive Character Awards" and participation in initiatives that encourage responsibility and positive behavior.

Sherman Oaks Elementary Charter School prides itself on its strong community involvement, with active participation from parents and local community members. The school's governance structure allows for significant autonomy in decision-making, enabling it to tailor its curriculum and resources to better meet the needs of its students.

While Sherman Oaks Elementary Charter provides a comprehensive educational experience with a focus on enrichment and character development, it does not incorporate specific elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios, daily classroom Huddles, or the use of Ingenium's unique Quality Learning Tools. Additionally, the school does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Sherman Oaks Elementary Charter School.
Sources:

- https://www.shermanoakselementarycharter.com/
- https://explore.lausd.org/school/1669901/Sherman-Oaks-Elementary-Charter-School

Valor Academy Middle School (VAMS) is a charter school serving grades 5-8, committed to providing students with rigorous academics, inclusive education, social-emotional support, and enriching life experiences beyond the classroom. VAMS offers various programs, including academic support, restorative practices, special education, and after-school activities through After-School All-Stars. The school also emphasizes life experience lessons through field trips and other real-world learning opportunities.

While VAMS provides a robust and supportive environment for its students, it does not include specific elements of the Ingenium Charter School (ICMS) model, such as Learning Portfolios, daily classroom Huddles, or the use of Ingenium's unique Quality Learning Tools. Additionally, VAMS does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICMS do not duplicate those of Valor Academy Middle School.
Sources:

- https://brightstarschools.org/VAMS

Dixie Canyon Community Charter School provides a comprehensive educational

experience focused on developing both academic and social-emotional skills. The school offers a variety of programs, including a rigorous Core Knowledge Language Arts (CKLA) curriculum grounded in the Science of Reading, and a strong focus on social-emotional learning through the Sanford Harmony SEL program. Additionally, Dixie Canyon integrates a hands-on, research-based science curriculum known as FOSS (Full Option Science System) and a health education curriculum called The Great Body Shop, which is aligned with national health education standards.

The school also places a significant emphasis on community and parental involvement, which plays a crucial role in supporting student achievement and well-being.

While Dixie Canyon Community Charter offers a well-rounded and enriched curriculum, it does not incorporate specific elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios, daily classroom Huddles, or Ingenium's unique Quality Learning Tools. Additionally, the school does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Dixie Canyon Community Charter School.
Sources:

- https://dixiecanyones.lausd.org/
- https://explore.lausd.org/school/1343801/Dixie-Canyon-Community-Charter

In summary, after thoroughly analyzing the instructional programs and unique offerings at the comparison schools in the Kester Avenue area, it is clear that Ingenium Schools' instructional program stands apart. None of the schools reviewed, including those with comprehensive academic and enrichment programs, such as Sylvan Park Elementary, Hesby Oaks Leadership Charter, and Van Nuys S.T.E.A.M. Magnet, offer the specific elements that are foundational to the Ingenium model. These include Learning Portfolios that track student progress through artifacts and self-assessment tools, daily classroom Huddles focused on building positive culture, the use of Ingenium's unique Quality Learning Tools, and trauma-informed practices based on the TREC model. Therefore, moving into the Kester Avenue location will not pose a duplication of programs, as Ingenium Schools' instructional approach is distinct and not replicated by any other school in the area.

Again, while some of these isolated components are similar to ICS+ICMS, none of these schools offer the same comprehensive model that ICS+ICMS offers. ICS+ICMS will be an important option for families in the Van Nuys/Valley Glen community, just as it has been an important option for families in the adjacent community these past ten years.

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
4.1	**Sylvan Park Elementary**	*https://explore.lausd.org/school/1702701/Sylvan-Park-Elementary*	**Sylvan Park Elementary**
4.2	**Van Nuys Elementary**	*https://explore.lausd.org/school/1743801/Van-Nuys-Elementary*	**Van Nuys Elementary**

4.3	**Armstrong Middle**	https://www.louisarmstrongms.org/ https://explore.lausd.org/school/1823801/Louis-Armstrong-Middle-School	**Louis Armstrong Middle School**
4.4	**Ararat Charter**	*https://araratcharterschool.com/*	**Ararat Charter**
4.5	**Valerio Street Elementary**	https://valeriostes.lausd.org/ https://explore.lausd.org/school/1738401/Valerio-Street-Elementary	**Valerio Street Elementary**
4.6	**Andres Maria Cardenas Elementary**	*https://explore.lausd.org/school/1740101/Andres-Maria-Cardenas-Elementary*	**Maria Cardenas Elementary**
4.7	**Mulholland Middle**	https://mulhollandms.lausd.org/ https://explore.lausd.org/school/1825901/William-Mulholland-Middle-School	**Mulholland Middle School**
4.8	**Fulton College Prep**	*https://explore.lausd.org/school/1814201/Robert-Fulton-College-Preparatory-School* https://www.fultonprep.net/	**Fulton College Prep**
4.9	**Kester Elementary**	https://kesteravees.lausd.org/ https://explore.lausd.org/school/1472601/Kester-Avenue-Elementary	**Kester Avenue Elementary**
4.10	**Hazeltine Elementary**	https://hazeltineavees.lausd.org/ https://explore.lausd.org/school/1449301/Hazeltine-Avenue-Elementary	**Hazeltine Avenue Elementary School**
4.11	**Kittridge Street Elementary**	https://kittridgestes.lausd.org/ https://explore.lausd.org/school/1476001/Kittridge-Street-Elementary	**Kittridge Street Elementary**
4.12	**Cohasset Street Elementary**	https://cohassetstes.lausd.org/ https://explore.lausd.org/s	**Cohasset Street Elementary**

		chool/1313701/Cohasset-Street-Elementary	
4.13	**Van Nuys Middle**	*https://explore.lausd.org/school/1843401/Van-Nuys-Middle-School*	**Van Nuys MS & S.T.E.A.M. Magnet**
4.14	**Chandler Elementary**	https://chandleres.lausd.org/ https://explore.lausd.org/school/1295901/Chandler-Elementary	**Chandler Elementary School**
4.15	**Michelle Obama**	https://michelleobamaes.lausd.org/ https://explore.lausd.org/school/1230201/Michelle-Obama-Elementary-School	**Michelle Obama Elementary School**
4.16	**Vista Middle**	*https://explore.lausd.org/school/1811701/Vista-Middle-School* https://vistams.lausd.org/	**Vista MS (Sports Medicine/College Prep Magnet, Gifted S.T.E.A.M. Magnet, and Media/Entertainment/Graphic Arts Magnet)**
4.17	**Erwin Elementary**	https://erwines.lausd.org/ https://explore.lausd.org/school/1363001/Erwin-Elementary	**Erwin Elementary School**
4.18	**Burton Elementary**	https://burtonstes.lausd.org/ https://explore.lausd.org/school/1265801/Burton-Street-Elementary	**Burton Street Elementary School**
4.19	**Noble Avenue**	https://nobleavees.lausd.org/ https://explore.lausd.org/school/1560301/Noble-Avenue-Elementary	**Noble Avenue Elementary School**
4.20	**Ranchito Avenue Elementary**	https://ranchitoavees.lausd.org/ https://explore.lausd.org/school/1619201/Ranchito-Avenue-Elementary	**Ranchito Avenue Elementary School**
4.21	**Ivy Bound**	https://ivyboundacademy.org/	**Ivy Bound Academy**
4.22	**Hesby Oaks Leadership**	https://hesbyoaks.com/ https://explore.lausd.org/school/1452101/Hesby-Oaks-Leadership-Charter	**Hesby Oaks Leadership Charter School**
4.23	**James**	https://madisonms.lausd.	**James Madison Middle School**

	Madison Middle	org/apps/pages/index.jsp?uREC_ID=4241706&type=d&pREC_ID=2515336 https://explore.lausd.org/school/1823001/James-Madison-Middle-School	
4.24	**Panorama City Elementary**	https://panoramacityes.lausd.org/ https://explore.lausd.org/school/1560401/Panorama-City-Elementary	**Panorama City Elementary School**
4.25	**Riverside Drive Charter School**	https://www.riversidedrivecharter.org/ https://explore.lausd.org/school/1631501/Riverside-Drive-Charter-School	**Riverside Drive Charter School**
4.26	**Chase Street**	https://chasestes.lausd.org/ https://explore.lausd.org/school/1301401/Chase-Street-Elementary	**Chase Street Elementary School**
4.27	**Gault Street**	https://gaultstes.lausd.org/ https://explore.lausd.org/school/1411001/Gault-Street-Elementary	**Gault Street Elementary School**
4.28	**Rosa Parks Learning Center**	https://rosaparkslc.lausd.org/apps/pages/index.jsp?uREC_ID=3797501&type=d&pREC_ID=2456937 https://rosaparkslc.lausd.org/apps/pages/index.jsp?uREC_ID=3797501&type=d&pREC_ID=2456938	**Rosa Parks Learning Center**
4.29	**Coldwater Canyon**	https://coldwateres.lausd.org/ https://explore.lausd.org/school/1315101/Coldwater-Canyon-Elementary	**Coldwater Canyon Elementary School**
4.30	**Langdon Ave**	https://langdonavees.lausd.org/apps/pages/index.jsp?uREC_ID=3796762&type=d&pREC_ID=2455265 https://explore.lausd.org/school/1477501/Langdon-Avenue-Elementary	**Langdon Avenue Elementary School**
4.31	**Alta California Elementary**	https://www.altacaliforniaelementary.org/	**Alta California Elementary School and Gifted Magnet**

		https://explore.lausd.org/school/1739801/Alta-California-Elementary	
4.32	**Saticoy Elementary**	https://saticoyes.lausd.org/ https://explore.lausd.org/school/1656501/Saticoy-Elementary	**Saticoy Elementary School**
4.33	**Primary Academy for Success School**	https://pass.lausd.org/ https://explore.lausd.org/school/1477601/Primary-Academy-for-Success-School	**Primary Academy for Success School (P.A.S.S.)**
4.34	**Valor Academy Elementary (VAES_Academic Program)**	https://brightstarschools.org/VAES https://explore.lausd.org/school/1477601/Primary-Academy-for-Success-School	**Valor Academy Elementary School**
4.35	**John B Monlux Elementary**	https://monluxes.lausd.org/ https://explore.lausd.org/school/1534201/John-B-Monlux-Elementary	**John B. Monlux Elementary School**
4.36	**Sherman Oaks Elementary_Charter Petition_LCAP-About Us-Sherman Oaks Elementary Charter**	https://www.shermanoakselementarycharter.com/ https://explore.lausd.org/school/1669901/Sherman-Oaks-Elementary-Charter-School	**Sherman Oaks Elementary Charter School**
4.37	**Valor Academy Middle VAMS_Academic Program**	https://brightstarschools.org/VAMS	**Valor Academy Middle School (VAMS)**
4.38	**Dixie Canyon Community Charter**	https://dixiecanyones.lausd.org/ https://explore.lausd.org/school/1343801/Dixie-Canyon-Community-Charter	**Dixie Canyon Community Charter School**
4.39	**Bassett Elementary**	https://bassettstes.lausd.org/	**Bassett Street Elementary**:
4.40	**Columbus Avenue**	https://columbusavees.lausd.org/	**Columbus Ave ES**

SECTION 5: CONSIDERATION of ACADEMIC PERFORMANCE
NARRATIVE
a. In the space below, discuss the current academic performance levels (i.e., California School Dashboard outcomes) of existing public schools (District and charter) within the target community which serve any of the same grade levels (inclusive of the proposed additional grade level(s), if applicable) served by the requesting charter school (as indicated on the list of Schools within the Community provided by the CSD).
5a Dashboard Performance Summary of Comps **Comp Elementary Schools for ICS**

School	Distance	Grades	ELA	Math	ELPI	CA	Suspension
Ingenium Charter School	**0**	**TK-5**	**-54.4**	**-58.4**	**41.6%**	**40.2%**	**0.0%**
Columbus Ave	0.36	K-5	-75.6	-88.7	39.1%	24.2%	0.2%
Bassett St	0.42	K-5	-63.7	-58.4	53.9%	35.1%	0.0%
Sylvan Park	0.62	K-5	-55.6	-74.6	47.2%	29.1%	0.3%
Ararat Charter	0.67	TK-5	-14.3	-27.8	58.6%	31.3%	0.0%
Van Nuys	0.72	K-5	-52.8	-98.3	48.6%	27.5%	4.1%
Ararat Charter	0.78	TK-5	-14.3	-27.8	58.6%	31.3%	0.0%
Valerio St	0.88	K-5	-62.9	-72.4	43.2%	37.9%	0.0%
Cardenas	0.91	K-5	-60.2	-74.8	48.5%	27.1%	0.0%
Kester Ave	1.04	K-5	65.5	47.2	63.0%	15.8%	0.1%
Hazeltine Ave	1.15	K-5	-42.5	-55.1	50.5%	34.3%	0.4%
Kittridge St	1.2	K-5	-47.5	-49	54.5%	32.0%	0.5%
Cohasset St	1.41	K-5	-75.1	-63.6	52.5%	29.0%	0.6%
Chandler	1.8	K-5	31.9	25.3	50.0%	20.6%	0.2%
Obama	1.85	K-5	-50.6	-63.2	57.1%	37.1%	1.1%
Erwin St	2.04	K-5	-18.2	-27.9	61.4%	25.5%	25.5%
Burton St	2.05	K-5	-51.5	-65.9	59.5%	34.7%	0.0%
Noble Ave	2.07	K-5	-60.1	-62	43.8%	27.2%	0.2%
Ranchito Ave	2.07	K-5	-23.1	-21.5	50.0%	35.6%	0.2%
Hesby Oaks Leadership Chrtr	2.29	TK-8	49	28	11.0%	11.0%	0.0%
Panorama City	2.38	K-5	-36.5	-38.9	66.1%	15.3%	0.0%
Riverside Dr Chrtr	2.5	TK-5	27.5	10.2	60.0%	21.3%	0.5%
Chase St	2.58	K-5	-57.9	-66.5	44.0%	31.7%	0.0%
Gault St	2.66	K-5	-10	-21.4	53.1%	30.7%	0.0%
Parks Lrng Ctr	2.68	K-5	-73.7	-81.7	56.3%	24.9%	0.0%
Coldwater Canyon	2.72	K-5	-44.7	-60.6	48.9%	33.3%	0.3%
Langdon Ave	2.72	K-5	-96.7	-83.5	47.9%	33.6%	0.5%
Alta California	2.74	K-5	-29.9	-33.1	67.6%	35.9%	0.4%
Saticoy	2.74	K-5	-34.3	-30.3	57.5%	45.6%	0.2%
Primary Academy for Success	2.79	K-2	-33.8	-20.3	60.9%	33.7%	0.0%
Valor Academy Elem	2.82	TK-4	-31.2	-32.1	39.2%	25.7%	0.0%
Monlux	2.87	K-5	-8	-10	66.1%	27.9%	0.1%
Sherman Oaks Chrtr	2.94	TK-5	17.4	5.2	78.9%	22.4%	0.2%
Dixie Canyon Comm Chrtr	3.62	TK-5	49.6	19.5	69.6%	19.2%	0.2%

Comp Middle Schools for ICMS

School	Distance	Grades	ELA	Math	ELPI	CA	Suspension
Ingenium Charter Middle School	**0**	**6-8**	**-73**	**-129.6**	**40.0%**	**36.6%**	**3.0%**
Armstrong Middle	0.72	6-8	14.8	-52.6	61.1%	24.0%	0.9%
Mulholland Middle	0.91	6-8	-50.6	-87.1	44.4%	29.7%	0.1%
Fulton College Prep	0.97	6-12	-81.9	-138.7	29.1%	34.3%	0.3%
Van Nuys Middle	1.65	6-8	-52.8	-98.3	48.6%	27.5%	4.1%
Vista Middle	1.88	6-8	-85	-132.8	46.3%	37.2%	0.3%
Ivy Bound Math, Sci & Tech	2.23	5-8	-59.8	-80.1	61.5%	27.0%	0.0%
Hesby Oaks Leadership Chrtr	2.29	TK-8	49	28	11.0%	11.0%	0.0%
Madison Middle	2.35	6-8	-60	-105.8	52.9%	35.3%	0.3%
Valor Academy Chrtr	2.97	5-8	-29.6	-89.3	55.5%	14.5%	2.3%

5A. Dashboard Performance Summary of Comps

On the 2023 California School Dashboard, ICS and ICMS demonstrate competitive performance across key indicators when compared to neighboring schools. While ICS and ICMS face challenges similar to those of their peers, both schools show strengths in critical areas such as behavioral management, with notably low suspension rates, and are making strides in academic performance, particularly when considering the context of their student populations.

Elementary Schools

In English Language Arts (ELA), ICS (-54.4 DFS, Orange) is positioned strongly against several nearby schools. For instance, Columbus Ave (-75.6 DFS, Orange) and Cohasset St (-75.1 DFS, Red) both performed significantly worse, indicating that ICS students are achieving more favorable outcomes despite similar demographic and community challenges. Sylvan Park (-55.6 DFS, Yellow) is the closest in performance to ICS, with both schools receiving a “Yellow” rating, though ICS outpaces in terms of consistency across other metrics. The standout performer, Kester Ave (65.5 DFS, Green), is an outlier in the dataset, indicating an area for potential learning and collaboration for ICS to further elevate its ELA performance.

In Mathematics, ICS (-58.4 DFS, Yellow) outperforms Columbus Ave (-88.7 DFS, Yellow) and Valerio St (-72.4 DFS, Yellow), demonstrating that ICS is on par with or better than many of its local peers. The performance of Kester Ave (47.2 DFS, Blue) in Math again highlights an exceptional case, but ICS remains competitive, especially when considering that it has room for improvement and strategies in place to target these gaps.

The English Learner Progress Indicator (ELPI) shows a diverse range of performances across the schools. ICS’s ELPI rate of 41.6% (Orange) is reflective of the challenges in supporting English Learners, yet it still compares favorably against schools like Columbus Ave (39.1%, Red) and Valerio St (43.2%, Red), both of which received “Red” marks. Meanwhile, Sylvan

Park (47.2%, Orange) and Van Nuys (53.4%, Green) have shown better results, providing a benchmark for ICS to aim towards as it continues to enhance its EL support strategies.

Chronic Absenteeism is a concern across the board, with ICS reporting a 40.2% rate (Yellow). However, ICS is not alone in facing high absenteeism challenges, as seen at Valerio St (37.9%, Yellow) and Ranchito Ave (35.6%, Red). The chronic absenteeism rates in these schools suggest a broader regional issue, though ICS' relatively high rate does indicate a need for targeted interventions to improve student attendance.

ICS shines in its Suspension Rate, with a 0% rate (Blue), indicating excellent behavioral management and a supportive school climate. This is a significant achievement, especially when compared to peers like Sylvan Park (0.3%, Green) and Kittridge St (0.5%, Blue), which, although low, still demonstrate some level of student suspensions. This strength in creating a positive, inclusive school environment positions ICS as a leader in behavioral management among its peer group.

Middle Schools
ICMS faces a challenging landscape but shows competitive performance in key areas. In ELA, ICMS (-73 DFS, Orange) outperforms nearby schools such as Vista Middle (-85 DFS, Red) and Fulton College Prep (-81.9 DFS, Red), both of which received "Red" ratings, indicating "very low" performance. While Van Nuys Middle (-52.8 DFS, Orange) performed better, ICMS remains competitive, particularly considering its commitment to continuous improvement and targeted instructional strategies.

In Mathematics, ICMS (-129.6 DFS, Orange) shows that while there is room for growth, it still compares favorably against Fulton College Prep (-138.7 DFS, Red) and Vista Middle (-132.8 DFS, Red), both of which are struggling significantly in this area. ICMS's performance in Math, while still in the "Orange" range, demonstrates resilience in an area that is traditionally challenging across the board.

The ELPI at ICMS (40%, Orange) is another area where the school shows competitive performance. While Fulton College Prep (29.1%, Red) lags significantly, ICMS is closer to the regional average, with other schools like Vista Middle (46.3%, Orange) and Van Nuys Middle (48.6%, Orange) showing somewhat better results. Armstrong Middle (61.1%, Yellow) leads in this area, setting a benchmark for ICMS to strive towards.

Chronic Absenteeism is a critical issue for ICMS (36.6%, Red), but it is not unique in facing this challenge. Similar issues are seen at Vista Middle (37.2%, Yellow) and Fulton College Prep (34.3%, Orange), indicating that absenteeism is a widespread concern in the region. This highlights the importance of continued efforts at ICMS to engage students and families to improve attendance.

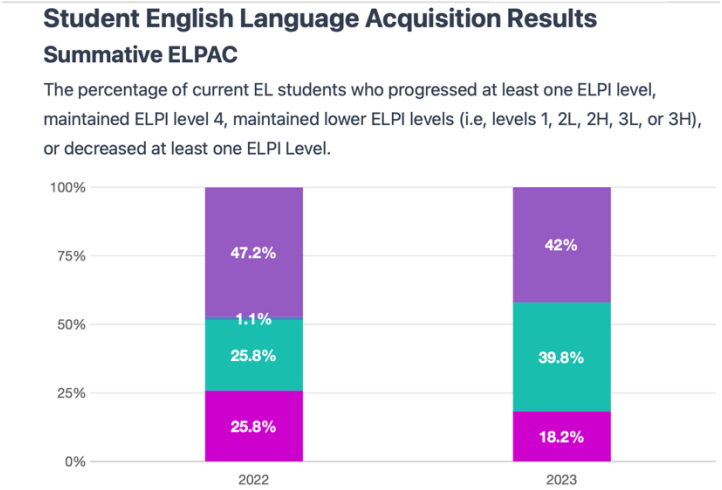
In terms of Suspension Rate, ICMS (3%, Orange) has a higher rate than some of its peers, such as Armstrong Middle (0.9%, Green) and Mulholland Middle (0.1%, Blue), but it remains within a manageable range. This suggests that while there are some challenges with student behavior, ICMS's strategies are generally effective, though there is room for improvement in reducing suspensions further.

Conclusion
Overall, ICS and ICMS demonstrate competitive performance in a challenging educational landscape. While there are areas for growth, particularly in Mathematics and Chronic Absenteeism, both schools are performing on par with or better than many nearby schools in the community, across several critical metrics. ICS excels in its low suspension rate, setting an example for positive behavioral management, while ICMS shows resilience in ELA and Math despite the challenges faced. The results highlight the important role that Ingenium Schools play in providing a strong alternative for families in the community, particularly for those seeking a school with robust behavioral management practices and a commitment to continuous academic improvement.

b. In the space below, discuss the current academic performance levels (i.e., California School Dashboard outcomes) of the requesting charter school. Please ensure this discussion includes consideration of all applicable California School Dashboard indicators.

5b Our Performance
ICS received "low" marks for ELA, at -54.4 DFS and "medium" marks in Mathematics, with -58.4 DFS. We are proud to report that our Math scores increased by 19.8 points from the previous year. Out of the five nearest comparison elementary schools, only Van Nuys Elementary outperformed Ingenium in either ELA or Math.

ICS received a "low" mark in English Learner progress with 41.6% EL progress. While our number of students who progressed at least One ELPI level declined by 6.7 percentage points from the previous year, we are pleased that are number of ELs who maintained ELPI levels 1, 2L, 2H, 3L, 3H increased by 14 percentage points, and our ELs who decreased at least one ELPI level dropped by 7.6 percentage points.



ICS received a “medium” mark for Chronic Absenteeism with 40.2% chronically absent. While still far from where we want to be post-pandemic, we are happy to report that our numbers declined by five percentage points from the previous year. We are also happy to report we had a 0.0% suspension rate, receiving the highest mark of “very high” on the California Dashboards.

ICMS received “low” marks in ELA and Math, at -73 DFS and -129.6 DFS, respectively. While we continue to improve our ELA and Math programs, we are happy to report our ELA scores increased by 5 points from the previous year, and our math scores increased by 18.5 points. Compared to the three closest middle schools in our target radius, only one, Van Nuys Middle, outperformed our students in ELA and Math.

We received “low” marks in ELPI, with 40% EL progress, and received “very low” marks for Chronic Absenteeism, with 36.6% chronically absent, and “low” marks for suspension with a 3.0% suspension rate.

Again, we believe that our unique model and the advantages of a dedicated space that meets our needs will provide a tremendous benefit to students and families living near the Kester Ave Location.

c. In the space below, discuss how the proposed action (additional site, new site (for a move), or additional grade levels) will meet the academic needs of students the charter school proposes to serve and support increased student achievement in the target community, informed by the analyses of academic performance noted in 5.a and 5.b above.

As detailed in the previous sections, the proposed move to a new, larger campus will significantly enhance our ability to meet the academic needs of our students and support their achievement in the target community. The current limitations in space have constrained our ability to fully implement our instructional programs, provide personalized interventions, and create an environment conducive to the holistic development of our students. This move will directly address these issues and create a transformative learning environment that will foster

greater academic success.

EVIDENCE TABLE (Add additional rows as needed)			
Citation	**File Name**	**Link (optional)**	**Description of Evidence**
5.1	**2023 Sylvan Park Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336019418/2023	California School Dashboard School Performance Overview
5.2	**2023 Van Nuys Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336019699/2023	California School Dashboard School Performance Overview
5.3	**2023 Louis Armstrong Middle Dashboard Report**	https://caschooldashboard.org/reports/19647336058150/2023	California School Dashboard School Performance Overview
5.4	**2023 Ararat Charter Dashboard Report**	https://caschooldashboard.org/reports/19647330121079/2023	California School Dashboard School Performance Overview
5.5	**2023 Valerio Street Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336019640/2023	California School Dashboard School Performance Overview
5.6	**2023 Andres Maria Cardenas Elementary Dashboard Report**	https://www.caschooldashboard.org/reports/19647330122218/2023	California School Dashboard School Performance Overview
5.7	**2023 William Mulholland Middle Dashboard Report**	https://caschooldashboard.org/reports/19647336058184/2023	California School Dashboard School Performance Overview
5.8	**2023 Robert Fulton College Preparatory Dashboard Report**	https://caschooldashboard.org/reports/19647336058002/2023	California School Dashboard School Performance Overview
5.9	**2023 Kester Avenue**	https://caschooldashboard.org/reports/196473	California School Dashboard School Performance Overview

	Elementary Dashboard Report	36017727/2023	
5.10	**2023 Hazeltine Avenue Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336017537/2023	California School Dashboard School Performance Overview
5.11	**2023 Kittridge Street Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336017735/2023	California School Dashboard School Performance Overview
5.12	**2023 Cohasset Street Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336016547/2023	California School Dashboard School Performance Overview
5.13	**2023 Van Nuys Middle Dashboard Report**	https://caschooldashboard.org/reports/19647336058333/2023	California School Dashboard School Performance Overview
5.14	**2023 Chandler Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336016422/2023	California School Dashboard School Performance Overview
5.15	**2023 Michelle Obama Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647330126441/2023	California School Dashboard School Performance Overview
5.16	**2023 Vista Middle Dashboard Report**	https://caschooldashboard.org/reports/19647330106971/2023	California School Dashboard School Performance Overview
5.17	**2023 Erwin Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336016943/2023	California School Dashboard School Performance Overview
5.18	**2023 Burton Street Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336016208/2023	California School Dashboard School Performance Overview
5.19	**2023 Noble Avenue Elementary**	https://caschooldashboard.org/reports/19647336018394/2023	California School Dashboard School Performance Overview

	Dashboard Report		
5.20	**2023 Ranchito Avenue Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336018832/2023	California School Dashboard School Performance Overview
5.21	**2023 Ivy Bound Academy of Math, Science, and Technology Charter Middle Dashboard Report**	https://caschooldashboard.org/reports/19647330115113/2023	California School Dashboard School Performance Overview
5.22	**2023 Hesby Oaks Leadership Charter Dashboard Report**	https://caschooldashboard.org/reports/19647330112060/2023	California School Dashboard School Performance Overview
5.23	**2023 James Madison Middle Dashboard Report**	https://caschooldashboard.org/reports/19647336061519/2023	California School Dashboard School Performance Overview
5.24	**2023 Panorama City Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647330109389/2023	California School Dashboard School Performance Overview
5.25	**2023 Riverside Drive Charter School Dashboard Report**	https://caschooldashboard.org/reports/19647336018923/2023	California School Dashboard School Performance Overview
5.26	**2023 Chase Street Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336016455/2023	California School Dashboard School Performance Overview
5.27	**2023 Gault Street Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336017255/2023	California School Dashboard School Performance Overview

5.28	**2023 Rosa Parks Learning Center Dashboard Report**	https://caschooldashboard.org/reports/19647330109371/2023	California School Dashboard School Performance Overview
5.29	**2023 Coldwater Canyon Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336016554/2023	California School Dashboard School Performance Overview
5.30	**2023 Langdon Avenue Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336017776/2023	California School Dashboard School Performance Overview
5.31	**2023 Alta California Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647330122184/2023	California School Dashboard School Performance Overview
5.32	**2023 Saticoy Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336019087/2023	California School Dashboard School Performance Overview
5.33	**2023 Primary Academy for Success Dashboard Report**	https://caschooldashboard.org/reports/19647336116842/2023	California School Dashboard School Performance Overview
5.34	**2023 Valor Academy Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647330133694/2023	California School Dashboard School Performance Overview
5.35	**2023 John B. Monlux Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336018196/2023	California School Dashboard School Performance Overview
5.36	**2023 Sherman Oaks Elementary Charter Dashboard Report**	https://caschooldashboard.org/reports/19647336019186/2023	California School Dashboard School Performance Overview
5.37	**2023 Valor Academy Middle Dashboard**	https://caschooldashboard.org/reports/19647330120022/2023	California School Dashboard School Performance Overview

	Report		
5.38	**2023 Dixie Canyon Community Charter Dashboard Report**	https://caschooldashboard.org/reports/19647336016778/2023	California School Dashboard School Performance Overview
5.39	**2023 Bassett Street Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336015960/2023	California School Dashboard School Performance Overview
5.40	**2023 Columbus Avenue Dashboard Report**	https://caschooldashboard.org/reports/19647336120679/2023	California School Dashboard School Performance Overview

(OPTIONAL) SECTION 6:
ADDITIONAL INFORMATION

The charter school may present additional information for consideration in the Community Impact Assessment, including but not limited to information pertaining to the needs and achievement of historically underserved students (e.g., Foster Youth, English Learners, Socioeconomically Disadvantaged students, etc.), and the proposed allocation of resources and/or investments to improve student outcomes. Petitioners are encouraged to cite and address the District's goals and/or priority areas.

NARRATIVE

In the space below, present any additional information for consideration in the Community Impact Assessment, consistent with the italicized language above.

EVIDENCE TABLE
(Add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
6.1			

6.2			
6.3			
6.4			
6.5			
6.6			
6.7			
6.8			
6.9			
6.10			

Return to Order of Business

TAB 28

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-164-24/25, **Version:** 1

Denial of the Proposed Material Revision for Ingenium Charter Middle
January 14, 2025
Charter Schools Division

Action Proposed:
Adopt the denial of the material revision of the charter for Ingenium Charter Middle ("Charter School"), to relocate from the current Proposition 39 co-location at John A. Sutter Middle to a new private facility. The proposed facility is located at 6425 Kester Avenue, Van Nuys, CA 91405 in Board District 3 and Region North. The recommendation for denial is based on information in the attached Staff Assessment and Recommendation Report and the Denial of the Requested Material Revision for Ingenium Charter Middle.

Background:
Ingenium Charter Middle is a 6-8 school currently serving 180 students on the campus of John A. Sutter Middle School, as a co-location through Proposition 39 at 7330 Winnetka Ave, Winnetka, CA, 91306 in Board District 4 and Region North. Ingenium Charter Middle was approved by the LAUSD Board of Education on February 12, 2013. On November 7, 2017, the charter school was renewed for another five-year term to serve up to 270 students in grades 6-8.

On September 17, 2024, the Charter Schools Division commenced processing of Ingenium Charter Middle's complete material revision. Ingenium Charter Middle seeks to revise its current charter, which expires June 30, 2026.

Based on a comprehensive review of the material revision application and supporting documentation, staff has determined that the charter school has not met the standards and criteria set forth in Education Code section 47605 (see Ed. Code, §47607(b)) and therefore recommends denial of the material revision of the charter.

Grounds for Denial
Staff of the Charter Schools Division and the Office of the General Counsel reviewed the proposed material revision of the charter for Ingenium Charter Middle and have assessed that the material revision does not meet the criteria for approval. As fully discussed in the attached Denial of the Requested Material Revision for Ingenium Charter Middle, based on review of the proposed material revision and Community Impact Assessment, staff has determined, in accordance with Education Code sections 47605(c)(2) and 47607 (a)(4) and (b), the following:

- Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition; and
- Petitioners are demonstrably unlikely to serve the interest of the entire community in which the school is proposing to locate.

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and

requirements, and local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of denial of the material revision of the charter, Charter School would continue to operate as a charter school under the terms of its current charter for the remainder of the charter term.

"No" - If the Board does not adopt the recommendation of denial of the material revision of the charter, and instead takes specific action to approve the proposed material revision of the charter, Charter School would continue to operate as a charter school, as amended, under the terms of its current charter. Within 30 days, the Board requires that the charter school submit to the Charter Schools Division a revised material revision to the charter that meets the standards and criteria described in Education Code section 47605, all LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and compliance with current Federal, State and District Required Language. Also, within the 30-day timeline, Charter School must execute any and all documents and/or take all necessary and appropriate actions to give full force and effect to the terms, provisions, and intent of its proposed material revision.

Policy Implications:
There are no policy implications at this time.

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 material revision, the action will not have a budget impact.

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 applicable legal, District and charter requirements.

If the Board does not adopt the staff denial recommendation and the material revision is approved, the impact on the budget could be the estimated revenue losses to the District schools based on the assumptions and the community fiscal impact analysis described below for Ingenium Charter Middle's move to a proposed new facility outside of the community. Under the facts and circumstances described below, and as a factor leading to a denial recommendation, Ingenium Charter Middle's application for a material revision is deemed to have a substantive fiscal impact to existing District schools in the proposed community.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate

includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Staff's fiscal impact analysis is calculated based on multiple sourced assumptions (as reflected below) to provide a projection of Ingenium Charter Middle's potential fiscal impact to existing District schools in the proposed target community.

Based on Ingenium Charter Middle's projected enrollment, 200 students in Fiscal Year 2025-2026, the charter school's expected renewal year, the estimated total revenue loss for the District's schools could be $2,439,638. Additionally, the aggregate fiscal impact on the District and charter schools in the proposed community could be $2,870,163 in Fiscal Year 2025-2026. Because District revenue is associated with average daily attendance (ADA) rather than enrollment (See 5 C.C.R § 402), the estimated District revenue loss is not directly proportionally associated with the number of students who would attend the charter school. Additionally, as a result of lower enrollment to the District schools, any loss of revenue may be offset by possible reductions in expenditures for the District's services and programs.

Currently, there are five (5) other charter schools serving one or more similar grade levels (Grade 6-8) within the community of Ingenium Charter Middle's proposed location.

Based on the above analysis, Charter School's material revision request, if approved by the LAUSD Board, could substantively impact (fiscally) existing District schools in the proposed target community.

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 request for material revision of the

charter and its record of performance, staff has determined that Charter School has not met the requirements for approval of the material revision.

Equity Impact:
Not applicable

Issues and Analysis:
Issues are outlined above and in more detail in the attached Denial of the Requested Material Revision for Ingenium Charter Middle.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - DFS Data and Schools within the Community Student Group Data Set
Attachment C - Denial of the Requested Material Revision for Ingenium Charter Middle
Attachment D - Ingenium Charter Middle Schools within the Community List with Enrollment Data
Attachment E - Ingenium Charter Middle Community Impact Assessment

Budget will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1VFjkMED9Iv074xn2Mq5YvNx4fpcQglRj?usp=drive_link>

Informatives:
Not applicable

Submitted:
12/13/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
REQUEST FOR MATERIAL REVISION OF CHARTER

Board of Education Report 164-24/25
January 14, 2025

School Name:	**Ingenium Charter Middle**		
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Ingenium Schools**		
Location Code:	**5203**		
Type of Site(s):	**Proposition 39 Co-Location**		
Site Address(es):	**7330 Winnetka Ave. Winnetka, CA 91306 (John A. Sutter Middle)**		
Board District(s):	**4**	Region(s):	**North**
Grade Levels Served:	**6-8**	Current Enrollment:	**180**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**270**
CONSIDERATION:	**Material Revision to relocate the charter school from current location to a new private site**		
CDE PERFORMANCE LEVEL: (PER CDE'S 2024 CLASSIFICATION)	**Low Performing**		
CURRENT CHARTER TERM	**2018-2026**		
STAFF RECOMMENDATION:	**Denial**		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the proposed material revision of the charter for Ingenium Charter Middle ("Charter School"), a 6-8 school located in Board District 4 and Region North, to relocate from the current Proposition 39 co-location at John A. Sutter Middle to a new private facility. The proposed facility is located at 6425 Kester Avenue, Van Nuys, CA 91405 in Board District 3 and Region North, in the Van Nuys/Valley Glen Community of Schools.

Ingenium Schools, the California nonprofit public benefit corporation that holds the charter under the ultimate direction of the board of directors, seeks the proposed relocation to a private site to strengthen school culture and provide additional space. While Staff understands the organization's desire to operate its own private site, as discussed in the accompanying materials, Staff has identified concerns about the viability of the facilities project.

II. STANDARDS AND CRITERIA FOR MATERIAL REVISIONS

Material revisions are governed by the same standards and criteria that apply to new petitions (See Ed. Code, §§47605 and 47607). If the material revision contains a request to expand to one or more additional sites, or to add grade levels, staff must also determine whether the charter school is

demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (See Ed. Code, § 47605(c)(7); Ed. Code, § 47607(a)(3) and (4)), and whether LAUSD is positioned to absorb the fiscal impact of the charter school expansion. (See Ed. Code, § 47605(c)(8); Ed. Code § 47607(a)(3) and (4).) Based on a comprehensive review of the material revision application, staff has determined that the charter school has not met the standards and criteria for approval [described in Education Code section 47605] or were determined not to be a basis for denial of the material revision application. Staff analysis includes the following:

- Does the petition, as revised, include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?
  For reasons more fully set forth in the *Denial of the Requested Material Revision for Ingenium Charter Middle*, these criteria have been determined to be bases for denial.

- 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.

- Is the proposed charter school demonstrably likely to serve the interests of the entire community in which the school is proposing to locate? (Ed. Code, § 47605(c)(7).)
  For reasons more fully set forth in the *Denial of the Requested Material Revision for Ingenium Charter Middle*, these criteria have been determined to be bases for denial.

- Is the school district positioned to absorb the fiscal impact of the proposed charter school? (Ed. Code, § 47605(c)(8).)
  This criterion has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. Charter Details

	Ingenium Charter Middle
Initial Authorization:	On February 12, 2013, Ingenium Charter Middle was authorized by the LAUSD Board of Education to serve 270 students in grades 6-8.
Most Recent Renewal	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. 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.

	Ingenium Charter Middle
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	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: 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. 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. Please see the "Additional Information" section below.
Material Revision Application:	The processing of Ingenium Charter Middle's complete material revision application commenced on September 17, 2024. Pursuant to the *LAUSD Policy and Procedures for Charter Schools*, the 120-day timeline (for presenting the material revision once processing commences) runs through January 15, 2025.
Master Plan for English Learners and Standard English Learners:	Ingenium Charter Middle implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Ingenium Charter Middle participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. <u>Charter School Operator</u>

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 Low performing charter school. Please see discussion of the charter school's record of academic performance below and in the *Denial of the Requested Material Revision for Ingenium Charter Middle* for more details.

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) and CA School Dashboard

c. English Language Arts Indicator

For more information, please refer to the *Denial of the Requested Material Revision for Ingenium Charter Middle*.

d. Math Indicator

For more information, please refer to the *Denial of the Requested Material Revision for Ingenium Charter Middle*.

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Medium was the same as the state's Status Level of Medium. The charter school's English Learner Progress Rate was lower than the state's rate. In 2023 on the ELPI, the charter school's performance color of Orange was lower than the state's color of Yellow. The charter school's English Learner Progress Rate was lower than the state's rate. In 2024 on the ELPI, the charter school's performance color of Green was higher than the state's color of Orange and the charter school's English Learner Progress Rate was higher than the state's rate.

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	---	Green	49.2%	9.2%	Orange	45.7%	Higher
Long-Term English Learners	---	No Performance Color	69.2%	22.6%	Orange	45.8%	Higher

Data Sources: CA School Dashboard
--- As of the writing of this report, the 2024 Dashboard Participation Rate has not been publicly released

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups. In 2023 and 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for all numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 2022, 2023, and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and lower for all numerically significant student groups, with the exception of the English Learner student group in 2022.

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. Reclassification Rates
As of the writing of this report, reclassification data for 2021-2022 and 2022-2023 have not been published by the state.

l. Internal Assessment
None submitted.

m. Additional Information
Ingenium Charter Middle has indicated that they will continue to pursue and request for use of District facilities in the 2025-2026 school year through Proposition 39. The organization has also noted that while it has researched potential private site options, its intention is to utilize space pursuant to Proposition 39 in the event that the private site does not materialize.

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 was **not** met based on the available data for each year. Performance Level (color) was only issued by the state in two years of the current term (2022-2023 and 2023-2024), thus, change in Performance Level can only be assessed in 2023-2024. The charter school's Latino student group's Performance Level increased from Red to Orange, but the English Learner and Socioeconomically Disadvantaged student groups did not increase.

Ingenium Charter Middle ELA						
Student Group	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Latino	Not available	Not available	Not available	Very Low	Red	Orange
English Learner	Not available	Not available	Not available	Very Low	Red	Red
Socioeconomically Disadvantaged	Not available	Not available	Not available	Very Low	Red	Red
Benchmark Status	Not available	Not available	Not Available	Not Available	Not Available	Not Met

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 was met. Ingenium Charter Middle has provided accurate and timely reporting into CALPADS.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT 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	
2022-2023	*Accomplished*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	*Unsatisfactory*
2023-2024	*Unsatisfactory*
Concerns	The rating of *Unsatisfactory* in 2022-2023 was due to the charter school low indicator status schoolwide and numerically significant student groups. The rating of *Unsatisfactory* in 2023-2024 was due to the charter school having been identified as a Low Performing charter school based on the state's published list. Additionally, as a result of the schoolwide and numerically significant student group Dashboard ELA and Math low indicator status.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Proficient*
Concerns	No unresolved issues pending.

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Accomplished*
Concerns	No unresolved issues pending.

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Ingenium Charter Middle's fiscal condition is positive.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	$167,413	$1,117,676	$1,303,226	$1,997,465	$1,330,498
Net Income/Loss	$18,072	$950,263	$185,550	$694,239	($666,967) [1]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [2]	245	229	184	147	169

[1] Ingenium Schools explained that the 2023-2024 Unaudited Actuals projected a net loss primarily due to "overstaffed positions" relative to the school's current enrollment that was previously funded with Elementary and Secondary School Emergency Relief (ESSER) Fund, which was exhausted. Ingenium Schools states that the organization has rightsized their staffing while maintaining the integrity of the instructional program for Fiscal Year 2024-2025.
[2] Charter School reported a Norm Enrollment of 180 students for Fiscal Year 2024-2025. See Charter School's projected student enrollment submitted with its material revision request in the "Other Significant Fiscal Information" section below.

b. 2022-2023 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information
Ingenium Charter Middle projects 200 students, an increase in enrollment of 20 students (11%), for Fiscal Year 2025-2026 (its charter renewal year), in Charter School's most current budget submitted with its material revision request, with the anticipation that 50% to 81% of Charter School's currently enrolled students would continue to enroll in the proposed community. There is a significant risk that enrollment levels needed to sustain the new facilities may not be achieved, potentially impacting Charter School's ability to afford the new facilities, which are projected to cost approximately $19.5 million. For more information, please refer to the *Denial of the Requested Material Revision for Ingenium Charter Middle*.

The financial condition of the charter operator is summarized in the table below.

Ingenium Schools					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
4	2	$9,527,346	$2,233,499	$0	$0

VII. COMMUNITY IMPACT ANALYSIS

Staff's analysis evaluated whether the proposed relocation outside the community is demonstrably unlikely to serve the interests of the entire community (See Education Code section 47605(c)(7)); see also the *LAUSD Policy and Procedures for Charter Schools*. Accordingly, the District's analysis considered the potential fiscal impact of the proposed material revision; the extent to which the proposed material revision would substantially undermine existing services and academic offerings or programmatic offerings; and whether the proposed material revision would duplicate a program currently offered within the community and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school is located or intends to locate.

Per the *LAUSD Policy and Procedures for Charter Schools*, a "community" includes families and individuals who reside, work, and/or are served in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the charter school (inclusive of the proposed additional grade levels being requested, if applicable). The identified geographical area encompasses both the LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the charter school's material revision application. Data provided by the Office of Master Planning and Demographics (MPD), indicates that there are 12 public schools within the community (seven District schools, including two affiliated charter schools, and five independent charter schools).

Staff notes that while Charter School is currently operating in a community that is different from the one in which it proposes to relocate, and is currently co-located on a District site, there may be an attributable reduction of impact to the current community if Charter School would end up moving (and a level of impact in the new community). However, as noted in the *Denial of the Requested Material Revision for Ingenium Charter Middle*, a larger concern remains as to the viability of the organization's facilities and financial plan, and its comparative academic achievement.

1. ***Fiscal Impact on the Existing District and Charter Schools in the Proposed Community***
   For more information, please refer to the *Denial of the Requested Material Revision for Ingenium Charter Middle*.

2. ***Duplication of Programs***
   For more information, please refer to the *Denial of the Requested Material Revision for Ingenium Charter Middle.*

3. ***Enrollment Trends of the Existing District and Charter Schools in the Proposed Community***
For more information, please refer to the *Denial of the Requested Material Revision for Ingenium Charter Middle*.

4. ***Additional Considerations***

a. Community Engagement

Staff's review of the materials submitted by Ingenium Charter Middle revealed that, pursuant to the *LAUSD Policy and Procedures for Charter Schools*, the charter school conducted community outreach efforts with parents, District and charter school leaders, LAUSD Region and Community of Schools leaders, LAUSD Board of Education member offices, elected representatives, neighborhood council(s), and community-based organizations. The documentation provided shows Charter School's outreach included parent surveys, flyers (bilingual), emails, bilingual social media post, and informational letters via mail to school principals and organizations in the Van Nuys and surrounding region. The school used surveys to engage with current families enrolled at Ingenium Charter Middle and to stakeholders in the proposed community.

The charter school provided documentation of stakeholders' responses consisting of emails from Assemblymember Jesse Gabriel (Field Representative Office), one resident voicemail, survey responses from stakeholders in the proposed location, and current Ingenium families' survey responses. The summary of current families' responses provided by Ingenium Charter Middle indicated mixed responses regarding the proposed relocation to the new private site, with distance being the most common noted concern.

Overall, the charter school's community engagement was reasonable in scope based on the materials and response provided by the charter school.

b. Academic Performance

For more information, please refer to the *Denial of the Requested Material Revision for Ingenium Charter Middle*.

c. Facilities Plan

For more information, please refer to the *Denial of the Requested Material Revision for Ingenium Charter Middle*.

Community Impact Analysis Conclusion

Taken as a whole, and balancing various factors, and for reasons more fully set forth in the *Denial of the Requested Material Revision for Ingenium Charter Middle*, staff assesses that Ingenium Charter Middle is demonstrably unlikely to serve the interest of the entire community in which it proposes to locate.

VIII. DISTRICT-LEVEL FISCAL IMPACT

A petition may be denied if the district is not positioned to absorb the fiscal impact of the charter school under the following criteria: 1) the district is under the authority of a state trustee or administrator; 2) the district is in negative certification; or 3) the district is in qualified certification and the county superintendent and FCMAT certify that approval of the charter school would result in the district having a negative certification. This criterion has been determined not to be a basis for denial.

Ingenium Charter Middle

Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
N	3	5203	Ingenium Charter Middle	All Students	164	-78.0	Very Low	-12.2	Low	Lower	130	Orange	-73.0	5	Increased	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-49.3	Low	--	*	No Color	--	--	No Change Level	Orange	-47.9	2	Maintained	--
				Asian	*	-	No Performance Level	63	Very High	--	0	--	--	--	--	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	0	--	--	--	--	Orange	-59.6	-2	Maintained	--
				English Learner	85	-103.1	Very Low	-61.2	Low	Lower	65	Red	-114.8	-11.7	Declined	Orange	-67.7	-6.5	Declined	Lower
				Filipino	*	-	No Performance Level	42.9	High	--	*	No Color	--	--	No Change Level	Green	44	1.1	Maintained	--
				Foster Youth	0	--	--	-85.6	Very Low	--	0	--	--	--	--	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	150	-82.8	Very Low	-38.6	Low	Lower	115	Red	-87.8	-5	Declined	Orange	-40.2	-1.7	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	163	-78.8	Very Low	-41.4	Low	Lower	111	Red	-82.1	-3.3	Declined	Orange	-42.6	-1.2	Maintained	Lower
				Students with Disabilities	27	-127.0	No Performance Level	-97.3	Very Low	--	21	No Color	-126.6	0.4	Maintained	Red	-96.3	1.8	Maintained	--
				Two or More Races	*	-	No Performance Level	25.1	High	--	*	No Color	--	--	No Change Level	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	21.9	High	--	*	No Color	--	--	No Change Level	Green	20.8	-1.2	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

ELA Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%	100%	100%	100%	99%	100%	--	100%	99%	--	99%	100%	100%	100%
Participation Rate Met 2022 *	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	--	Yes	Yes	Yes	Yes
Percent of students tested in 2023	99%	100%	--	--	100%	100%	--	100%	99%	--	99%	100%	100%	100%
Participation Rate Met 2023	Yes	Yes	--	--	Yes	Yes	--	Yes	Yes	--	Yes	Yes	Yes	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

Ingenium Charter Middle

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
N	3	5203	Ingenium Charter Middle	All Students	161	-148.1	Very Low	-51.7	Low	Lower	130	Orange	-129.6	18.5	Increased Significantly	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-90.4	Low	--	*	No Color	--	--	No Change Level	Yellow	-87.3	4.6	Increased	--
				Asian	*	-	No Performance Level	48.4	Very High	--	0	--	--	--	--	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	0	--	--	--	--	Red	-104.5	2.6	Maintained	--
				English Learner	83	-163.2	Very Low	-92.0	Low	Lower	65	Orange	-155.1	8.1	Increased	Orange	-93.4	-1.4	Maintained	Lower
				Filipino	*	-	No Performance Level	2.7	High	--	*	No Color	--	--	No Change Level	Green	7.4	4.8	Increased	--
				Foster Youth	0	--	--	-126.3	Very Low	--	0	--	--	--	--	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	147	-154.5	Very Low	-83.4	Low	Lower	115	Orange	-141.6	12.9	Increased	Orange	-80.8	2.6	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	160	-148.4	Very Low	-84.0	Low	Lower	111	Orange	-132.8	15.7	Increased Significantly	Yellow	-80.8	3.2	Increased	Lower
				Students with Disabilities	26	-195.2	No Performance Level	-130.8	Very Low	--	21	No Color	-201.2	-6.1	Declined	Orange	-127.3	5.5	Increased	--
				Two or More Races	*	-	No Performance Level	-9.9	Medium	--	*	No Color	--	--	No Change Level	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-13.4	Medium	--	*	No Color	--	--	No Change Level	Yellow	-11.1	2.3	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	98%	100%	100%	100%	98%	100%	--	100%	98%	--	98%	97%	100%	100%
Participation Rate Met 2022 *	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	--	Yes	Yes	Yes	Yes
Percent of students tested in 2023	99%	100%	--	--	99%	100%	--	100%	99%	--	98%	100%	100%	100%
Participation Rate Met 2023	Yes	Yes	--	--	Yes	Yes	--	Yes	Yes	--	Yes	Yes	Yes	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files 2023

Ingenium Charter Middle

English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator - CA School Dashboard Indicator

					2022 School			2022 State			2023 School					2023 State				
RG	BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
N	3	5203	Ingenium Charter Middle	English Learner	56	48.2%	Medium	50.3%	Medium	Lower	55	Orange	40.0%	-8.2%	Declined	Yellow	48.7%	-1.6%	Maintained	Lower

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

ELPAC Participation

Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation Rate Met
2022	68	68	100.0%	Yes
2023	62	61	100.0%	Yes

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

2022 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
Ingenium Charter Middle		State
ELs Who Progressed at Least One ELPI Level	48.2%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	42.9%	31.4%
ELs Who Decreased at Least One ELPI Level	8.9%	18.3%

2023 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School		
Ingenium Charter Middle		State
ELs Who Progressed at Least One ELPI Level	38.9%	46.4%
ELs Who Maintained ELPI Level 4	1.9%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	44.4%	32.7%
ELs Who Decreased at Least One ELPI Level	14.8%	18.6%

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Data Sources: California School Dashboard Research data files 2023

Ingenium Charter Middle

Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																			
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
N	3	5203	Ingenium Charter Middle	All Students	193	26.4%	Very High	30.0%	Very High	Lower	153	Red	36.6%	10.2%	Increased Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	*	--	No Performance Level	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	*	--	No Performance Level	42.9%	Very High	--	0	--	--	--	--	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	72	25.0%	Very High	33.6%	Very High	Lower	65	Red	46.2%	21.2%	Increased	Yellow	26.3%	-7.3	Declined Significantly	Higher
				Filipino	*	--	No Performance Level	16.2%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	0	--	--	42.1%	Very High	--	0	--	--	--	--	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	175	25.7%	Very High	35.8%	Very High	Lower	136	Red	38.2%	12.5%	Increased	Yellow	28.4%	-7.4	Declined Significantly	Higher
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	191	26.7%	Very High	37.4%	Very High	Lower	130	Red	38.5%	11.8%	Increased	Yellow	29.9%	-7.5	Declined Significantly	Higher
				Students with Disabilities	31	35.5%	Very High	39.6%	Very High	Lower	22	No Color	54.5%	19.1%	Increased	Yellow	33.1%	-6.5	Declined Significantly	--
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	*	--	No Performance Level	21.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Ingenium Charter Middle

Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
N	3	5203	Ingenium Charter Middle	All Students	203	1.5%	Low	3.1%	Medium	Lower	164	Orange	3.0%	1.6%	Increased	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	*	--	No Performance Level	6.4%	High	--	*	No Color	--	--	No Change Level	Orange	7.4%	1.0%	Increased	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	*	--	No Performance Level	7.9%	High	--	0	--	--	--	--	Red	8.8%	0.9%	Increased	--
				English Learner	75	4.0%	Medium	3.2%	Medium	Higher	67	Green	3.0%	-1.0%	Declined	Orange	3.7%	0.5%	Increased	Lower
				Filipino	*	--	No Performance Level	1.2%	Low	--	*	No Color	--	--	No Change Level	Green	1.3%	0.1%	Maintained	--
				Foster Youth	0	--	--	12.4%	Very High	--	0	--	--	--	--	Red	13.6%	1.2%	Increased	--
				Homeless Youth	*	--	No Performance Level	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	182	1.6%	Low	3.3%	Medium	Lower	146	Orange	3.4%	1.8%	Increased	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	199	1.5%	Low	4.0%	Medium	Lower	137	Orange	3.6%	2.1%	Increased	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	31	0.0%	Very Low	5.4%	High	Lower	25	No Color	4.0%	4.0%	Increased	Orange	5.9%	0.5%	Increased	--
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Ingenium Charter Middle

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
N	3	5203	Ingenium Charter Middle	166	93.4%	0.0%	0.6%	0.0%	3.0%	38.6%	2.4%	0.0%	0.0%	91.0%	0.0%	0.0%	0.0%	94.0%	13.9%	1.2%	1.8%
			Statewide	5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
			Los Angeles Unified	529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
N	3	5203	Ingenium Charter Middle	144	63.2%	0.0%	0.7%	0.0%	0.0%	38.2%	2.8%	0.0%	0.0%	87.5%	0.0%	0.0%	4.9%	75.7%	13.2%	0.7%	3.5%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Ingenium Charter Middle

RECLASSIFICATION RATES

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
N	3	5203	Ingenium Charter Middle	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Langauge Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

Note: *Reclassification data for 2021-2022 and 2022-2023 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2021-2022 and 2022-2023 Annual Reclassification (RFEP) Counts and Rates this tab will be updated accordingly.

A double dash "--" means that data is not currently available.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesreclass.asp

Ingenium Charter Middle

Long-Term English Learners (LTEL) and "At-Risk"

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

					2022-2023				2023-2024			
RG	BD	Loc Code	School	English Learners	School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
N	3	5203	Ingenium Charter Middle	LTEL 6+ Years	23	22.3%	226,535	11.1%	27	22.5%	211,218	18.1%
				At-Risk 4-5 Years	7	6.8%	144,190	7.1%	9	7.5%	136,190	9.6%
				EL 0-3 Years	13	12.6%	505,487	24.8%	11	9.2%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	12	11.7%	236,323	11.6%	17	14.2%	207,773	10.4%
				EL total	55	53.4%	1,112,535	54.5%	64	53.3%	1,074,833	53.8%
				RFEP	48	46.6%	927,723	45.5%	56	46.7%	924,460	46.2%
				Total (Ever)	103	100.0%	2,040,258	100.0%	120	100.0%	1,999,293	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Ingenium Charter Middle

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
N	3	5203	Ingenium Charter Middle	166	23	13.9%
			Statewide	5,837,690	799,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
N	3	5203	Ingenium Charter Middle	144	19	13.2%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
N	3	5203	Ingenium Charter Middle	82.6%	17.4%	3	0	0	0	0	0	1	0	7	0	12	0	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
N	3	5203	Ingenium Charter Middle	84.2%	15.8%	2	0	0	0	0	0	1	0	3	0	12	1	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID	Intellectual Disability	MD	Multiple Disabilities

Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Schools Within the Community*					State of California			Ingenium Charter Middle				
2023 California School Dashboard - English Language Arts					2023 California School Dashboard - English Language Arts			2023 California School Dashboard - English Language Arts				
Student Group	Number of Students with Scores Median	Performance Level (Color)	Distance From Standard	SWC to State Comparison	Number of Students with Scores	State Performance Level (Color)	Distance From Standard	Number of Students with Scores	School Performance Level (Color)	Distance From Standard	School to SWC Comparison	School to State Comparison
All Students	604	Orange	-44	Lower	2,979,436	Orange	-13.6	130	Orange	-73.0	Lower	Lower
American Indian or Alaska Native	--	--	--	--	12,899	Orange	-47.9	*	No Color	--	--	--
Asian	37	Green	38	Lower	293,513	Blue	61.8	0	--	--	--	--
Black or African American	63	Orange	-41	Higher	150,225	Orange	-59.6	0	--	--	--	--
English Learner	226	Red	-98	Lower	747,678	Orange	-67.7	65	Red	-114.8	Lower	Lower
Filipino	30	Orange	-25	Lower	69,326	Green	44.0	*	No Color	--	--	--
Foster Youth	--	--	--	--	17,951	Red	-89.2	0	--	--	--	--
Homeless	--	--	--	--	108,052	Orange	-67.9	*	No Color	--	--	--
Latino	455	Orange	-51	Lower	1,676,468	Orange	-40.2	115	Red	-87.8	Lower	Lower
Native Hawaiian or Pacific Islander	--	--	--	--	12,445	Orange	-32.5	0	--	--	--	--
Socioeconomically Disadvantaged	495	Orange	-52	Lower	1,880,388	Orange	-42.6	111	Red	-82.1	Lower	Lower
Students with Disabilities	119	Red	-110	Lower	425,890	Red	-96.3	*	No Color	-126.6	--	--
Two or More Races	74	Green	42	Higher	131,218	Green	24.3	*	No Color	--	--	--
White	48	Yellow	-28	Lower	606,054	Green	20.8	*	No Color	--	--	--

* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators

Schools Within the Community					State of California			Ingenium Charter Middle				
2023 California School Dashboard - Mathematics					2023 California School Dashboard - Mathematics			2023 California School Dashboard - Mathematics				
Student Group	Number of Students with Scores Median	Performance Level (Color)	Distance From Standard	SWC to State Comparison	Number of Students with Scores	State Performance Level (Color)	Distance From Standard	Number of Students with Scores	School Performance Level (Color)	Distance From Standard	School to SWC Comparison	School to State Comparison
All Students	604	Orange	-83.6	Lower	2,971,540	Orange	-49.1	130	Orange	-129.6	Lower	Lower
American Indian or Alaska Native	--	--	--	--	12,876	Yellow	-87.3	*	No Color	--	--	--
Asian	37	Blue	10.7	Lower	293,243	Blue	50.8	0	--	--	--	--
Black or African American	62	Red	-106.6	Lower	149,395	Red	-104.5	0	--	--	--	--
English Learner	224	Orange	-141.0	Lower	746,373	Orange	-93.4	65	Orange	-155.1	Lower	Lower
Filipino	30	Orange	-65.8	Lower	69,241	Green	7.4	*	No Color	--	--	--
Foster Youth	--	--	--	--	17,930	Red	-127.4	0	--	--	--	--
Homeless	--	--	--	--	107,605	Red	-101.3	*	No Color	--	--	--
Latino	455	Orange	-92.7	Lower	1,672,093	Orange	-80.8	115	Orange	-141.6	Lower	Lower
Native Hawaiian or Pacific Islander	--	--	--	--	12,380	Orange	-71.3	0	--	--	--	--
Socioeconomically Disadvantaged	495	Orange	-92.9	Lower	1,874,805	Yellow	-80.8	111	Orange	-132.8	Lower	Lower
Students with Disabilities	117	Red	-159.2	Lower	425,256	Orange	-127.3	*	No Color	-201.2	--	--
Two or More Races	74	Yellow	-19.3	Lower	130,854	Yellow	-7.4	*	No Color	--	--	--
White	78	Orange	-51.3	Lower	604,308	Yellow	-11.1	*	No Color	--	--	--

* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

Schools Within the Community					State of California			Ingenium Charter Middle				
2023 California School Dashboard - English Learner Progress Indicator					2023 California School Dashboard - English Learner Progress Indicator			2023 California School Dashboard - English Learner Progress Indicator				
Student Group	Number of English Learner Students	Performance Level (Color)	Percentage of English Learners making progress towards English proficiency	Schools Within Community to State Comparison	Number of English Learner Students	State Performance Level (Color)	Percentage of English Learners making progress towards English proficiency	Number of English Learner Students	School Performance Level (Color)	Percentage of English Learners making progress towards English proficiency	School to Schools Within Community Comparison	School to State Comparison
English Learners	155	Orange	51.3%	Higher	829,209	Yellow	48.7%	55	Orange	40.0%	Lower	Lower

* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators

Schools Within the Community					State of California			Ingenium Charter Middle				
2023 California School Dashboard - Chronic Absenteeism					2023 California School Dashboard - Chronic Absenteeism			2023 California School Dashboard - Chronic Absenteeism				
Student Group	Number of students enrolled who meet criteria	Performance Level (Color)	Chronic Absenteesim Percentage Median	SWC to State Comparison	Number of students enrolled who met criteria	State Performance Level (Color)	Chronic Absenteeism Percentage	Number of students enrolled who met criteria	School Performance Level (Color)	Chronic Absenteeism Percentage	School to SWC Comparison	School to State Comparison
All Students	630	Yellow	25.5%	Higher	3,989,291	Yellow	24.3%	153	Red	36.6%	**Higher**	Higher
American Indian or Alaska Native	--	--	--	--	17,174	Yellow	36.1%	*	No Color	0.0%	--	--
Asian	39	Yellow	12.7%	Higher	394,124	Yellow	10.1%	0	--	--	--	--
Black or African American	71	Orange	27.5%	Lower	199,965	Yellow	36.4%	0	--	--	--	--
English Learner	185	Yellow	26.8%	Higher	936,912	Yellow	26.3%	65	Red	46.2%	Higher	Higher
Filipino	34	Yellow	17.6%	Higher	84,796	Yellow	13.8%	*	No Color	0.0%	--	--
Foster Youth	--	--	--	--	27,540	Yellow	33.6%	0	--	--	--	--
Homeless	--	--	--	--	168,554	Yellow	38.7%	*	No Color	0.0%	--	--
Latino	471	Yellow	25.8%	Lower	2,229,431	Yellow	28.4%	136	Red	38.2%	Higher	Higher
Native Hawaiian or Pacific Islander	--	--	--	--	16,337	Yellow	37.6%	0	--	--	--	--
Socioeconomically Disadvantaged	507	Yellow	27.3%	Lower	2,544,027	Yellow	29.9%	130	Red	38.5%	Higher	Higher
Students with Disabilities	129	Orange	32.5%	Lower	587,635	Yellow	33.1%	*	No Color	54.5%	--	--
Two or More Races	63	Yellow	15.0%	Lower	237,115	Yellow	21.6%	*	No Color	0.0%	--	--
White	93	Red	30.4%	Higher	810,349	Yellow	18.5%	*	No Color	0.0%	--	--

* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

Schools Within the Community					State of California			Ingenium Charter Middle				
2023 California School Dashboard - Suspension Rate Indicator					2023 California School Dashboard - Suspension Rate Indicator			2023 California School Dashboard - Suspension Rate Indicator				
Student Group	Number of Students Median	Performance Level (Color)	Students suspended at least once Median	SWC to State Comparison	Number of Students	State Performance Level (Color)	Students suspended at least once	Number of Students	School Performance Level (Color)	Students suspended at least once	School to SWC Comparison	School to State Comparison
All Students	525	Blue	0.3%	Lower	6,019,472	Orange	3.5%	164	Orange	3.0%	Higher	Lower
American Indian or Alaska Native	--	--	--	--	26,981	Orange	7.4%	*	No Color	--	--	--
Asian	40	Blue	0.0%	Lower	582,802	Green	1.1%	0	--	--	--	--
Black or African American	39	Blue	0.0%	Lower	308,426	Red	8.8%	0	--	--	--	--
English Learner	162	Green	0.5%	Lower	1,210,425	Orange	3.7%	67	Green	3.0%	Higher	Lower
Filipino	36	Blue	0.0%	Lower	134,975	Green	1.3%	*	No Color	--	--	--
Foster Youth	--	--	--	--	41,901	Red	13.6%	0	--	--	--	--
Homeless	--	--	--	--	246,480	Orange	6.5%	*	No Color	--	--	--
Latino	478	Blue	0.4%	Lower	3,375,948	Orange	3.8%	146	Orange	3.4%	Higher	Lower
Native Hawaiian or Pacific Islander	--	--	--	--	25,508	Orange	4.9%	0	--	--	--	--
Socioeconomically Disadvantaged	501	Blue	0.3%	Lower	3,792,885	Orange	4.5%	137	Orange	3.6%	Higher	Lower
Students with Disabilities	158	Blue	0.6%	Lower	874,795	Orange	5.9%	*	No Color	4.0%	--	--
Two or More Races	65	Blue	0.0%	Lower	329,799	Orange	3.3%	*	No Color	--	--	--
White	91	Blue	0.0%	Lower	1,235,033	Yellow	2.9%	*	No Color	--	--	--

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* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

Schools Within Community to State Comparison to State Averages

Schools Within Community Medians	ELA			Math			ELPI			Chronic Absenteesim			Suspension		
Student Group	Ingenium Charter Middle	SWC Median	State	Ingenium Charter Middle	SWC Median	State	Ingenium Charter Middle	SWC Median	State	Ingenium Charter Middle	SWC Median	State	Ingenium Charter Middle	SWC Median	State
All Students	-73.0	-44.2	-13.6	-129.6	-83.6	-49.1	40.0%	51.3%	48.7%	36.6%	25.5%	24.3%	3.0%	0.3%	3.5%
American Indian or Alaska Native	--	--	-47.9	--	--	-87.3				0.0%	--	36.1%	--	--	7.4%
Asian	--	37.8	61.8	--	10.7	50.8				--	12.7%	10.1%	--	0.0%	1.1%
Black or African American	--	-40.9	-59.6	--	-106.6	-104.5				--	27.5%	36.4%	--	0.0%	8.8%
English Learner	-114.8	-98.0	-67.7	-155.1	-141.0	-93.4				46.2%	26.8%	26.3%	3.0%	0.5%	3.7%
Filipino	--	-24.9	44.0	--	-65.8	7.4				0.0%	17.6%	13.8%	--	0.0%	1.3%
Foster Youth	--	--	-89.2	--	--	-127.4				--	--	33.6%	--	--	13.6%
Homeless	--	--	-67.9	--	--	-101.3				0.0%	--	38.7%	--	--	6.5%
Latino	-87.8	-51.1	-40.2	-141.6	-92.7	-80.8				38.2%	25.8%	28.4%	3.4%	0.4%	3.8%
Native Hawaiian or Pacific Islander	--	--	-32.5	--	--	-71.3				--	--	37.6%	--	--	4.9%
Socioeconomically Disadvantaged	-82.1	-51.7	-42.6	-132.8	-92.9	-80.8				38.5%	27.3%	29.9%	3.6%	0.3%	4.5%
Students with Disabilities	-126.6	-110.2	-96.3	-201.2	-159.2	-127.3				54.5%	32.5%	33.1%	4.0%	0.6%	5.9%
Two or More Races	--	42.1	24.3	--	-19.3	-7.4				0.0%	15.0%	21.6%	--	0.0%	3.3%
White	--	-28.3	20.8	--	-51.3	-11.1				0.0%	30.4%	18.5%	--	0.0%	2.9%

CA Dashboard Indicator	Ingenium Charter Middle 2023	SWC All Students Median 2023	State Average 2023
ELA	-73 (DFS)	-44.15 (DFS)	-13.6 (DFS)
Math	-129.6 (DFS)	-83.6 (DFS)	-49.1 (DFS)
ELPI	40.0%	51.3%	48.7%
Chronic Absenteeism	36.6%	25.5%	24.3%
Suspension	3.0%	0.3%	3.5%

Ingenium Charter Middle

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**
English Learner	Not Met	Red	-114.7	0.1	Orange	-67.6	Lower
Latino	Met	Orange	-83.9	3.9	Orange	-39.3	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)

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**
English Learner	Met	Orange	-147.6	7.5	Orange	-93.4	Lower
Latino	Met	Orange	-121.5	20.1	Orange	-79.2	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)

ATTACHMENT C

DENIAL OF THE
REQUESTED MATERIAL REVISION FOR
INGENIUM CHARTER MIDDLE
BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT 164
January 14, 2025

I. BACKGROUND

On November 7, 2017, Ingenium Charter Middle ("Petitioner" or "Charter School") was last renewed[1] by the Los Angeles Unified School District ("LAUSD" or "District") Board of Education ("Board") to serve 270 students in grades 6-8 for a five-year term ending on June 30, 2023. However, Education Code section 47607.4 extended the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years, and all charter schools whose term expires on or before January 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Charter School expires on June 30, 2026.

On September 17, 2024, the District began processing Charter School's request to materially revise its charter to move outside of the community from its current site located at 7330 Winnetka Ave, Winnetka, CA 91306[2] to a proposed private site located at 6425 Kester Avenue, Van Nuys, CA 91405 ("Proposed Site") in Board District 3 and Region North, Van Nuys/Valley Glen Community of Schools. While there is no applicable statutory or regulatory timeline governing when the chartering authority (i.e., LAUSD Board) must consider the request for a material revision, pursuant to District policy, CSD staff must present its recommendation to the LAUSD Board for consideration within 120 days after processing has commenced.

Pursuant to the Charter Schools Act[3] and the *LAUSD Policy and Procedures for Charter Schools* ("District policy" or "LAUSD policy"),[4] a charter school that proposes to move any of its sites outside of the community[5] must request a material revision to its charter and must undergo community interest and fiscal impact analysis pursuant to Education Code section 47605(c)(7) and 47605(c)(8).[6] For material revisions that require a Community Impact Assessment, petitioners must submit a Community Impact Assessment as part of its application and Staff will assess whether the charter school is demonstrably likely or unlikely to serve the interests of the entire community. The District must also analyze the fiscal impact to existing District schools in the community in which the existing charter school seeks to move to or locate. Any proposed change

[1] On February 12, 2013, Charter School was initially authorized by the LAUSD Board of Education to serve 270 students in grades 6-8 for a five-year term.
[2] Charter School currently operates its program at a co-located District site at Sutter Middle School.
[3] (Ed. Code, § 47600, *et. seq*.)
[4] https://www.lausd.org/site/default.aspx?PageType=3&ModuleInstanceID=10663&ViewID=C9E0416E-F0E7-4626-AA7B-C14D59F72F85&RenderLoc=0&FlexDataID=96021&PageID=1824&Comments=true
[5] A "community" includes families and individuals who reside, work, and/or are served in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the charter school (inclusive of the proposed additional grade levels being requested, if applicable). The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the charter school's material revision application.
[6] (Ed. Code, § 47607 subd. (a)(3) and (a)(4).)

that would constitute a material revision of the charter must be approved by the LAUSD Board before the change can be implemented.

Based on review of the application for material revision including Charter School's overall record of academic, operational, and fiscal performance, the District has substantial concerns with Petitioner's ability to successfully implement the proposed material revision. If the LAUSD Board denies Charter School's request for material revision of its charter, Charter School must continue to operate under the terms of its current LAUSD Board approved charter.

The discussion below outlines the applicable law and standard for material revisions and analysis concerning whether Charter School's material revision request satisfies the requirements under the Charter Schools Act and District policy.

II. SUMMARY OF APPLICABLE LAW AND DISTRICT POLICY AND STANDARD FOR MATERIAL REVISIONS

Material revisions are governed by the same standards and criteria that apply to new petitions and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Ed. Code, § 47607(a)(2) and (a)(3).) Accordingly, the District determines whether the charter, as amended, would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented. District policy considers the following to be among, but not limited to, those changes constituting a material revision:

- Expansion to one or more additional sites (requires Community Impact Assessment if outside the community)
- Change in location/address outside the community (requires Community Impact Assessment)
- Addition or reduction of grades or grade levels served (expansion of additional grade levels requires a Community Impact Assessment)
- Increased enrollment:
  - For schools occupying non-LAUSD facilities, any increase of more than 20% or 100 students, whichever is less, above the enrollment capacity as approved in the charter
  - For schools occupying LAUSD facilities, an increase above the enrollment capacity which could impact the usage of the site
- Changes to admission preferences or procedures
- Changes to the governance and/or corporate structure and affiliations including, but not limited to:
  - Changes to the articles of incorporation of the entity managing the charter school, including the addition or deletion of any related or affiliated corporations, or sole statutory members; and changes to the number of board members
  - Corporate mergers
- Changes to the instructional and/or education model or design, other than changes required by law, including changes or adding a nonclassroom-based program.
- Change from independent charter school to affiliated charter school status.

The LAUSD Board may deny a request for a material revision if the charter school seeks to locate in a community different from the community the charter school was originally authorized to serve, if the LAUSD Board determines that the charter school is demonstrably unlikely to serve the interests of the entire community pursuant to Education Code sections 47605(c)(7) and 47607(a)(4). As part of the material revision application, and consistent with the Charter Schools Act, the charter school must detail specific facts and circumstances that analyze and consider the following factors:

> (A) The extent to which the proposed material revision request would substantially undermine existing services, academic offerings or programmatic offerings.
>
> (B) Whether the proposed material revision request would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school is located or intends to locate (per the material revision request).

The charter school's material revision application is considered within the context of existing public school choices in communities. This includes consideration of factors that will help the LAUSD Board determine how best to meet the educational needs of all students, including but not limited to factors such as efforts to increase student achievement; trends in declining/increasing enrollment; effective use of district facilities and resources; and, needs to achieve adequacy of funding for public schools. (*See District policy*, pg. 46.)

III. BASIS FOR DENIAL OF CHARTER SCHOOL's MATERIAL REVISION APPLICATION AND DISTRICT STAFF RECOMMENDATION

Based on a review of Charter School's material revision application and its supporting materials, Staff recommends that the LAUSD Board ***deny*** Charter School's material revision application seeking to move to another site outside of the community and adopt the *Denial of the Requested Material Revision for Ingenium Charter Middle* on the basis that:

- Petitioners are demonstrably unlikely to successfully implement the charter, as amended; and
- Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

A. Charter School is Demonstrably Unlikely to Successfully Implement the Petition, as Amended, in that its Proposed Facilities and Financial Plan Presents Serious Concerns about its Sustainability and Viability

In evaluating whether a petitioner is *demonstrably* likely or unlikely to successfully implement the petition, as amended, the LAUSD Board assesses a variety of factors, including the petitioner's past history of involvement in charter schools or other education agencies (public or private), evidence that the petitioners are familiar with the content of the petition and the requirements of law that would apply to the charter school, the financial and operational plan for the charter school, and the petitioners' background and experience in areas critical to the charter school's success. (*See District policy*, pg. 12.)

In this case, Charter School's financial plan in securing and affording the Proposed Site—estimated to cost approximately $19.5 million—does not present assumptions and supporting documentation to provide reasonable assurances of its viability to bear the full responsibility of the costs of the project. Charter School's most current budget submitted with its material revision relies greatly on meeting enrollment projections. Charter School's Norm Enrollment has decreased by a net 65 students or 27% over the past six (6) years from 245 in Fiscal Year 2019-2020 to 180 in Fiscal Year 2024-2025 (inclusive of a total increase of 33 students in Norm Enrollment for 2023-2024 and 2024-2025). Charter School projects an increase in enrollment of 20 students (11%) for Fiscal Year 2025-2026 (its expected renewal year) in Charter School's most current budget submitted with its material revision request.

Based on District staff's review of Charter School's budget and cash flow projections, it is estimated that the school would have to exceed 146 students (or 81% of its current enrollment of 180 students) to maintain fiscal solvency for the next three years. However, it should be noted that the current term for Charter School ends June 30, 2026, and this report is not intended to be construed as relating to a renewal consideration for Charter School. Charter School stated that, based on the various surveys conducted on its existing student families, it anticipates that approximately 50% to 81% of its projected enrollment will come from currently enrolled Charter School students, which would leave approximately 19% to 50% of future enrollment from the proposed new facilities' community. Notwithstanding questions that arise with the wide range that the organization presents (50% to 81%), with a history of low enrollment and a new facility location 6.53 miles away, concerns arise about how many existing students will continue attending the school, even with a transportation plan in place. These concerns are underscored by a survey conducted by Ingenium Schools in July 2024, in which 124 of the 457 families of students enrolled at Ingenium Charter and Ingenium Charter Middle during the 2023-2024 school year responded, representing only 27% of the total families at both schools. This survey revealed that while 100 families (approximately 81%) expressed interest in the proposed school site, 65% of those interested cited concerns about the location, transportation, and/or distance. (*See* Exhibit 1, July 2024 Existing Families Survey Results.)

To sustain the costs of the new facility, Charter School would need to attract additional enrollment from the surrounding community of the proposed location. District staff's review of the Norm Enrollment data provided by the Office of Master Planning and Demographics (MPD) shows that 11 of the 12 schools within the proposed community where Charter School proposes to relocate were under-enrolled from Fiscal Years 2021-2022 through 2023-2024. (*See* District's staff's detailed analysis under the Enrollment Trends of the Existing District and Charter Schools in the Proposed Community section below.) Further, the academic data discussed below indicates that attracting additional enrollment may be challenging, as Charter School is currently underperforming academically, compared to other District and charter schools in the proposed community, and there is duplication of existing programs.[7]

[7] In July 2024, Ingenium Schools conducted a market survey of families in the proposed community, which represented the school as a "new TK-8 Ingenium Charter School." The organization reported 159 responses which showed 90% expressed interest in their program, "with 43.4% wishing to join a waitlist for more information." However, Staff notes that Ingenium Charter and Ingenium Charter Middle are existing schools (not new), with one serving grades TK-5 and the second serving grades 6-8 (not a singular school). Given the factors outlined in this document—along with the distinction between expressed interest and actual commitment or intent to enroll—District staff's concerns persist.

Another school operated by Ingenium Schools, Ingenium Charter—which has also experienced a downward enrollment trend since 2017-2018—concurrently submitted a material revision application to relocate to the Proposed Site. Based on Staff review of the respective budget and cash flow projections submitted by both Ingenium Charter and Ingenium Charter Middle, the organization's proposal relies on both charter schools relocating to and operating at the Proposed Site to attempt to make the purchase financially viable. However, due to the pre-existing significant under-enrollment in the proposed community, achieving the projected student enrollment outlined in the proposed budget for both charter schools presents a difficult and seemingly unrealistic plan considering various factors. Since enrollment is critical in securing and affording the Proposed Site—again, estimated to cost approximately $19.5 million—there is a considerable risk that the required enrollment levels will not be met. Consequently, given Ingenium Schools' financial plan relies on both charter schools operating at the Proposed Site—and considering their academic performance (discussed further below), the enrollment challenges faced by both charter schools, and the estimated cost of the Proposed Site—Charter School's financial and facilities plan presents concerns related to a depletion of cash reserves and funds, potentially resulting in financial insolvency for both Ingenium Schools charter schools in the near future (i.e., in the next three years).

As a related issue, Charter School submitted a prequalification letter from a potential lender, but not a letter of intent (LOI) or a commitment letter.[8] A commitment letter or LOI allows the District, the charter authorizer, to make a more informed decision by evaluating the charter school's ability to secure necessary funding. Without such documentation, there is no assurance that the necessary funding for the Proposed Site will be secured, creating significant uncertainty regarding the feasibility of the Petitioner's proposed purchase.

B. Charter School is Demonstrably Unlikely to Successfully Implement the Petition, as Amended: Low Academic Performance in the Areas of English Language Arts and Math and is Classified by the State as Low Performing

On March 12, 2024, the California Department of Education (CDE) published the performance classifications and identified Charter School as a Low performing charter school. For all measurements of academic performance, the charter school received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average. https://www.cde.ca.gov/sp/ch/performcategorydf.asp#datafiles As shown below, consistent with Charter School's Low performing classification, Charter School academic results are not only lower than the state, but lower than the Schools Within the Community (SWC) in English Language Arts (ELA) and Math, which raises concerns about the organization's capacity at present to meet the academic needs of the proposed target community.

[8] A prequalification letter is a preliminary estimate of the loan amount the organization might qualify for based on limited financial information, while a commitment letter or LOI explicitly confirms the lender's commitment to provide funding under specific terms. It is a standard practice in the industry for lenders to provide preliminary documentation of intent or support based on initial financial evaluations and contingent terms (and a part of the CSD standard review for such projects)—often including the charter authorizer's approval of the charter school's petition or material revision request. The absence of any such documentation may indicate a lack of engagement with or commitment by potential lenders.

Additionally, as reflected in the 2023 California School Dashboard ELA and Math indicators, both SWC Median and state are higher compared to Charter School. (*See* Exhibit 2, Schools within the Community Student Group Data Set.)

Schools Within Community Medians	ELA		
Student Group	**Ingenium Charter Middle**	**SWC Median**	**State**
All Students	-73.0	-44.2	-13.6

Schools Within Community Medians	Math		
Student Group	**Ingenium Charter Middle**	**SWC Median**	**State**
All Students	-129.6	-83.6	-49.1

Also, for 2021-2022, 2022-2023, and 2023-2024, in ELA and Math, Charter School was lower than the state for All Students, and for all numerically significant student groups when comparing Distance from Standard (DFS). (*See* Exhibit 3, Ingenium Charter Middle DFS Data Set.)

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 - 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 - 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 - 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 - English Language Arts Indicator – 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Red	**-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

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

Further, since 2019-2020, Charter School's Annual Performance-Based Oversight Reports showed Charter School did not earn a rating higher than 2 (*Developing*) in Student Achievement and Educational Performance.[9]

	Student Achievement and Educational Performance
2019-2020	2
2020-2021	1
2021-2022	No Rating
2022-2023	1
2023-2024	1

The aforementioned academic achievement results further exacerbate the concerns related to the school's assumptions and projections to meet new enrollment figures in a new community.

C. <u>The Community Impact Assessment and Related District Analysis Shows that Charter School is Demonstrably Unlikely to Serve the Interests of the Entire Community</u>

For material revisions that require a Community Impact Assessment, petitioners are expected to submit a Community Impact Assessment as part of its application. Staff assesses whether the charter school is demonstrably likely or unlikely to serve the interests of the entire community. The analysis pursuant to Education Code section 47605(c)(7) and *LAUSD policy* is applicable to existing charter schools seeking to move outside of the community.[10]

As indicated in *District policy*, the Community Impact Assessment will be based on an analysis of publicly available information and data (e.g., LAUSD OpenData, LAUSD Unified Enrollment program data, official data from the California Department of Education's website, etc.) and on evidence of community engagement and outreach. Petitioners shall clearly cite and provide sources for all data and information used to inform assertions in their Community Impact Assessment. Concerns related to the Community Impact Assessment for this material revision request are noted below.

1. Fiscal Impact on the Existing District and Charter Schools in the Proposed Community

Staff assesses the extent to which the charter school has a fiscal impact to existing District public schools in the community identified by a petitioner. District staff's evaluation of the fiscal impact of the material revision application will include, but not be limited to, the following factors:

- Analysis of estimated total revenue losses for existing District schools

[9] The CSD employs a four-point rubric to provide a rating for each oversight category on the Annual Oversight Report: (4) = Accomplished; (3) = Proficient; (2) = Developing; (1) = Unsatisfactory

[10] (Ed. Code, § 47605, subd. (a)(4); Ed. Code, § 47607, subd. (a)(3).)

- Review of estimated impacts to staff positions for the District's services and programs (e.g., norm-based, custodial positions, teachers, and other school staff) that support the District's schools in the proposed community (e.g., use of the Electronic School Enrollment Forecast Process (E-CAST) information or the Norm Day enrollment information, whichever is the most current)

If the petitioner submits an application for a material revision request in which there is deemed to be a substantive fiscal impact to existing District schools in the proposed community, this factor may constitute a fact and circumstance leading to the denial recommendation of the material revision request.

Staff's fiscal impact analysis is calculated based on multiple sourced assumptions[11] to provide a projection of Ingenium Charter Middle's potential fiscal impact, collectively, to existing District and charter schools in the proposed target community.

Based on Charter School's projected enrollment, 200 students in Fiscal Year 2025-2026 (Charter School's expected renewal year), the estimated total revenue loss for the District's schools could be $2,439,638. Additionally, the aggregate fiscal impact on the District and charter schools in the proposed community could be $2,870,163 in Fiscal Year 2025-2026. Because District revenue is associated with average daily attendance (ADA) rather than enrollment (See 5 C.C.R § 402), the estimated District revenue loss is not directly proportionally associated with the number of students who would attend the charter school. Additionally, as a result of lower enrollment to the District schools, any loss of revenue may be offset by possible reductions in expenditures for the District's services and programs.

Further, and using the same assumptions and the most current District Norms tables (staffing ratios by grade spans), it is also projected that correlative District staff impacts will result based on Charter School's projected enrollment. For example, the projected staff impact, collectively, for the District schools within the proposed target community could be four (4) teachers for Fiscal Year 2025-2026, the charter school's renewal year.

Based on the above analysis, Charter School's material revision request, if approved by the LAUSD Board, could substantively impact (fiscally) existing District schools in the proposed target community.

2. Duplicating Existing Program(s) Currently Offered Within by Existing District and Charter Schools

[11] Staff's assumptions and analysis utilized in the Fiscal Impact section are primarily based on the following sources: (1) Percentage of students that attend District schools (approximately 85%) and charter schools (approximately 15%) in the proposed community; (2) Average enrollment realization ratio (as a percentage of the aggregate Norm Enrollment over the aggregate petition enrollment rollout) for the charter schools in the proposed community in the most three recent years, which is approximately 66% from Fiscal Years 2021-2022 through 2023-2024. Please see attached *Ingenium Charter Middle Schools within the Community List with Enrollment Data*; (3) Per Pupil Revenue Rate, which is $24,349 in the 2024-2025 academic school year based on LAUSD's "Preliminary Budget 2024-25" (Link); and (4) District school attendance rate of approximately 89% representing the 3-year cumulative average ADA from 2021-2022 through 2023-2024 based on LAUSD's "Preliminary Budget 2024-25" (Link).

Petitioner is required to assess the duplication of existing programs currently offered by existing District schools and charter schools in LAUSD, as a whole.[12] Such assessment should consider how its program would duplicate the current program offerings by existing District schools and charter schools. The enrollment trend analysis noted above informs the extent to which existing District programs (and charter schools) have sufficient capacity to serve the students in the proposed location. When assessing the level of duplications and program capacity, the District will consider levels of academic performance of existing District and charter schools in the District, as well as additional relevant factors in its analysis and consideration.

As part of the analysis to determine if Charter School is demonstrably likely to successfully serve the interests of the entire community in which the school is located, Staff reviewed the programs in the community for duplication. Charter School stated in its Community Impact Assessment that the following programs are not duplicative in the proposed community: Student Learning Portfolios, Capacity Matrices, which are implemented through the use of the student portfolios, and Huddles (students connect with each other, set goals, and reflect).

A comparison of Charter School's programs identified in its Community Impact Assessment to programs offered by the existing schools within the proposed community revealed duplication of the programs identified by Charter School as non-duplicative.

Based on the *LAUSD Ready for the World 2022-2026 Strategic Plan* ("Strategic Plan"), the seven District schools within the community currently offer Personalized Learning Systems and Whole-Child Well-Being. The District initiative for learning systems and whole-child student wellness are embedded in *Pillar 1: Academic Excellence* and *Pillar 2: Joy and Wellness* of the Strategic Plan. Given the Strategic Plan is implemented across District schools, in the aggregate, the seven District schools within the community offer similar opportunities in breadth and scope as those listed in Ingenium Charter Middle's Community Impact Assessment.[13]

When assessing the level of duplications and program capacity, the District must consider levels of academic performance of existing District and charter schools in the District, as well as additional relevant factors in its analysis and consideration. In assessing program capacity, such relevant factors may include an analysis of Charter School's academic performance. Here, as described in the Staff Assessment and Recommendation Report in more detail, the community served by Charter School has existing academic needs as the other schools within the community. Ingenium Charter Middle's median performance levels underperform the state in the following academic indicators: ELA and Math. Additionally, in comparison to the Schools Within the Community and the state, Ingenium Charter Middle's academic performance data does not demonstrate that it is likely to meet existing needs within the community. (*See* Exhibit 2, Schools within the Community Student Group Data Set.)

Based on the Petitioner's Community Impact Assessment and Staff analysis, there is duplication of existing programs and the existing programs may have sufficient capacity (based on the enrollment trends analysis above) for the students proposed to be served by Charter School.

[12] This analysis applies to District-wide offerings though the specific assessment with the identified community as defined above is relevant to consider "reasonable proximity."

[13] See: Pillar 1, Priorities 1A and 1C, pages 21-26; and Pillar 2, Priorities 2B and 2C, pages 32-33, *LAUSD Ready for the World 2022-2026 Strategic Plan*

Further, Charter School's low academic achievement data does not demonstrate that Charter School is likely to meet academic needs in the proposed community.

3. Enrollment Trends of the Existing District and Charter Schools in the Proposed Community

Pursuant to *District policy*, Staff considered the enrollment trends of the existing District schools and charter schools in the proposed targeted community, including whether District and charter schools in the community are at, under, or over their enrollment target or capacity.

Staff's review of the 2023-2024 Norm Enrollment data provided by the MPD and the District Attendance and Enrollment Unit reveals that 11 of the 12 existing District and charter schools within the proposed community where Charter School proposes to relocate were under-enrolled in comparison to its current capacity or projected enrollment. Moreover, the 2023-2024 enrollment data show that all schools within the proposed community were under-enrolled by an average of 214 students; 11 schools under-enrolled by 26 students or more represent 100% of the under-enrolled schools.[14] Enrollment data from Fiscal Years 2021-2022 and 2022-2023 indicate similar under-enrollment trends in the proposed community. Specifically, the enrollment data reflects that a majority of the schools within the community were under-enrolled for both school years. The schools that were under-enrolled by 26 students or more represented 91% and 100% of the under-enrolled schools for Fiscal Years 2021-2022 and 2022-2023, respectively.

As related context, Charter School reported a Norm Enrollment of 169 students for Fiscal Year 2023-2024, falling short of its projected enrollment of 270 students for Fiscal Year 2023-2024 in the enrollment roll-out plan included in its operative charter. This represents a shortfall of 101 students (or 37%).

Based on the data referenced above, the majority of schools within the proposed community are under-enrolled at a level equal to or greater than the number that could impact programmatic offerings (i.e., staffing a class), which indicates prevalent under-enrollment. (*See* Exhibit 4, Ingenium Charter Middle Schools within the Community List with Enrollment Data.)

IV. CONCLUSION

As established above, and consistent with the Charter Schools Act and *District policy*, Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition, as amended, and are demonstrably unlikely to serve the interests of the entire community in which the school is proposing to move to or locate. Therefore, Staff recommends that the LAUSD Board adopt the *Denial of the Requested Material Revision for Ingenium Charter Middle* as its own. Staff requests that pursuant to the above grounds for denial, the LAUSD Board adopt

[14] As a way to assess the materiality of the under-enrollment, Staff reviews the extent to which the latest Norm Enrollment data reflects a majority of the existing schools are under-enrolled compared to their capacity at a level equal to or greater than the number required to staff a class according to applicable District Norms tables (in this case, 26:1 for District Middle Schools (Link to District Middle Schools Staffing Ratios for Fiscal Year 2024-25). If a majority of schools fall within this category, Staff deems there to be prevalent under-enrollment in the community. Among other considerations, this analysis may help determine if a proposed new charter school or a material revision request has a substantially undermining impact to the existing District and charter schools.

the *Denial of the Requested Material Revision for Ingenium Charter Middle* and deny the material revision request for Ingenium Charter Middle.

Exhibits available for perusal at the following link:
https://drive.google.com/drive/folders/1XljRKJk2avnuDcv2LqlBDYsJymwbHvhI?usp=drive_link

ATTACHMENT D

Ingenium Charter Middle Schools within the Community List with Enrollment Data
Schools Within Community

1228

No.	CCC	LOCN	SITE NAME	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	BD	PHYSICAL REGION	COS AFFILIATION	2021-22 CAPACITY	2021-22 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	8238	1823801	Armstrong Middle	5041 SUNNYSLOPE AVE	SHERMAN OAKS	91423	CCAMS	45451	3	NE	Van Nuys/Valley Glen CoS	1,889	1,445	(444)	-24%
2	8142	1814201	Fulton College Prep	7477 KESTER AVE	VAN NUYS	91405	SS	6-12	6	NE	Panorama City CoS	1,329	1,213	(116)	-9%
3	7585	1758501	Girls Athletic Ldrshp Sch Los Angeles	1. 8015 VAN NUYS BLVD 2. 14200 RUNNYMEDE ST	1. PANORAMA CITY 2. VAN NUYS	91402 91405	CSI	6-8	6	N	Panorama City CoS	290	169	(121)	-42%
4	4521	1452101	Hesby Oaks Leadership Chrtr	15530 HESBY ST	ENCINO	91436	CCASS	TK-8	4	NW	Reseda CoS	522	482	(40)	-8%
5	5260	1526001	High Tech LA Middle	5041 SUNNYSLOPE AVE	SHERMAN OAKS	91423	CSI	6-8	3	NE	Van Nuys/Valley Glen CoS	450	210	(240)	-53%
6	8121	1812101	Ivy Bound Math, Sci & Tech	15355 MORRISON ST	SHERMAN OAKS	91403	CSI	5-8	3	NE	Van Nuys/Valley Glen CoS	240	161	(79)	-33%
7	8230	1823001	Madison Middle	13000 HART ST NO	HOLLYWOOD	91605	MS	6-8	6	NE	Van Nuys/Valley Glen CoS	1,571	1,440	(131)	-8%
8	8259	1825901	Mulholland Middle	17120 VANOWEN ST	VAN NUYS	91406	MS	6-8	3	NW	Reseda CoS	1,356	1,066	(290)	-21%
9	5185	1518501	Valley Chrtr Middle	14646 SHERMAN WAY	VAN NUYS	91405	CSI	6-8	3	NE	Van Nuys/Valley Glen CoS	398	240	(158)	-40%
10	5162	1516201	Valor Acad Chrtr	9034 BURNET AVE	NORTH HILLS	91343	CSI	5-8	6	N	Monroe CoS	496	509	13	3%
11	8434	1843401	Van Nuys Middle	5435 VESPER AVE	VAN NUYS	91411	MS	6-8	3	NE	Van Nuys/Valley Glen CoS	1,508	1,226	(282)	-19%
12	8117	1811701	Vista Middle	15040 ROSCOE BLVD	VAN NUYS	91402	MS	6-8	6	NE	Panorama City CoS	906	887	(19)	-2%
											TOTAL	**10,955**	**9,048**	**(1,907)**	**-17%**

	FY 2021-22
Total Count of District and Charter Schools Within the Community	**12**
(A) Count Under-Enrolled	**11**
(B) Count Under-Enrolled by 26 students or more	**10**
% of (B) of (A)	**91%**
Average Students of (B)	**(190)**

3-Year Average Enrollment Realization Rate (District & Charter Schools)

3-Year Average Enrollment Realization Rate (District Schools Only)

3-Year Average Enrollment Realization Ratio Within the Community (Charters Schools only)

3-Year Average % of Total Student Enrollment Attending District Schools Within the Proposed or Existing Community

3-Year Average % of Total Student Enrollment Attending Charter Schools

Ingenium Charter Middle Schools within the Community List with Enrollment Data
Schools Within Community

No.	CCC	LOCN	SITE NAME	2022-23 CAPACITY	2022-23 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2023-24 CAPACITY	2023-24 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	8238	1823801	Armstrong Middle	1,819	1,329	(490)	-27%	1,601	1,216	(385)	-24%
2	8142	1814201	Fulton College Prep	1,400	1,246	(154)	-11%	1,508	1,266	(242)	-16%
3	7585	1758501	Girls Athletic Ldrshp Sch Los Angeles	310	155	(155)	-50%	330	152	(178)	-54%
4	4521	1452101	Hesby Oaks Leadership Chrtr	563	503	(60)	-11%	558	532	(26)	-5%
5	5260	1526001	High Tech LA Middle	450	229	(221)	-49%	450	234	(216)	-48%
6	8121	1812101	Ivy Bound Math, Sci & Tech	240	137	(103)	-43%	240	127	(113)	-47%
7	8230	1823001	Madison Middle	1,582	1,284	(298)	-19%	1,598	1,234	(364)	-23%
8	8259	1825901	Mulholland Middle	1,302	1,013	(289)	-22%	1,332	1,010	(322)	-24%
9	5185	1518501	Valley Chrtr Middle	428	232	(196)	-46%	450	246	(204)	-45%
10	5162	1516201	Valor Acad Chrtr	496	508	12	2%	496	508	12	2%
11	8434	1843401	Van Nuys Middle	992	875	(117)	-12%	989	807	(182)	-18%
12	8117	1811701	Vista Middle	1,388	1,158	(230)	-17%	1,302	1,176	(126)	-10%
				10,970	**8,669**	**(2,301)**	**-21%**	**10,854**	**8,508**	**(2,346)**	**-22%**

	FY 2022-23	FY 2023-24
Total Count of District and Charter Schools Within the Community	**12**	**12**
(A) Count Under-Enrolled	**11**	**11**
(B) Count Under-Enrolled by 26 students or more	**11**	**11**
% of (B) of (A)	**100%**	**100%**
Average Students of (B)	**(210)**	**(214)**
3-Year Average Enrollment Realization Rate (District & Charter Schools)		**80%**
3-Year Average Enrollment Realization Rate (District Schools Only)		**83%**
3-Year Average Enrollment Realization Ratio Within the Community (Charters Schools only)		**66%**
3-Year Average % of Total Student Enrollment Attending District Schools Within the Proposed or Existing Community		**85%**
3-Year Average % of Total Student Enrollment Attending Charter Schools		**15%**

Ingenium Charter Middle Schools within the Community List with Enrollment Data

LAUSD

1230

No.	CCC	LOCN	SITE NAME	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	BD	PHYSICAL REGION	COS AFFILIATION	2021-22 CAPACITY	2021-22 NORM DAY ENROLLMENT
1	8238	1823801	Armstrong Middle	5041 SUNNYSLOPE AVE	SHERMAN OAKS	91423	CCAMS	6-8	3	N	Van Nuys/Valley Glen CoS	1,889	1,445
2	8142	1814201	Fulton College Prep	7477 KESTER AVE	VAN NUYS	91405	SS	6-12	6	N	Panorama City CoS	1,329	1,213
3	4521	1452101	Hesby Oaks Leadership Chrtr	15530 HESBY ST	ENCINO	91436	CCASS	TK-8	4	N	Reseda CoS	522	482
4	8230	1823001	Madison Middle	13000 HART ST	NORTH HOLLYWOO	91605	MS	6-8	6	N	Van Nuys/Valley Glen CoS	1,571	1,440
5	8259	1825901	Mulholland Middle	17120 VANOWEN ST	VAN NUYS	91406	MS	6-8	3	N	Reseda CoS	1,356	1,066
6	8434	1843401	Van Nuys Middle	5435 VESPER AVE	VAN NUYS	91411	MS	6-8	3	N	Van Nuys/Valley Glen CoS	906	887
7	8117	1811701	Vista Middle	15040 ROSCOE BLVD	VAN NUYS	91402	MS	6-8	6	N	Panorama City CoS	1,508	1,226
											Total	**9,081**	**7,759**

Ingenium Charter Middle Schools within the Community List with Enrollment Data
LAUSD

No.	CCC	LOCN	SITE NAME	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2022-23 CAPACITY	2022-23 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2023-24 CAPACITY	2023-24 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	8238	1823801	Armstrong Middle	(444)	-24%	1,819	1,329	(490)	-27%	1,601	1,216	(385)	-24%
2	8142	1814201	Fulton College Prep	(116)	-9%	1,400	1,246	(154)	-11%	1,508	1,266	(242)	-16%
3	4521	1452101	Hesby Oaks Leadership Chrtr	(40)	-8%	563	503	(60)	-11%	558	532	(26)	-5%
4	8230	1823001	Madison Middle	(131)	-8%	1,582	1,284	(298)	-19%	1,598	1,234	(364)	-23%
5	8259	1825901	Mulholland Middle	(290)	-21%	1,302	1,013	(289)	-22%	1,332	1,010	(322)	-24%
6	8434	1843401	Van Nuys Middle	(19)	-2%	992	875	(117)	-12%	989	807	(182)	-18%
7	8117	1811701	Vista Middle	(282)	-19%	1,388	1,158	(230)	-17%	1,302	1,176	(126)	-10%
				(1,322)	**-15%**	**9,046**	**7,408**	**(1,638)**	**-18%**	**8,888**	**7,241**	**(1,647)**	**-19%**

Ingenium Charter Middle Schools within the Community List with Enrollment Data
Charter

No.	CCC	LOCN	SITE NAME	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	BD	PHYSICAL REGION	COS AFFILIATION	2021-22 (Enrollment Roll-Out Plan Per Petition)	2021-22 NORM DAY ENROLLMENT	Over-(Under-) Enrollment
1	7585	1758501	Girls Athletic Ldrshp Sch Los Angeles	1. 8015 VAN NUYS BLVD 2. 14200 RUNNYMEDE ST	1. PANORAMA CITY 2. VAN NUYS	91402 91405	CSI	6-8	6	N	Panorama City CoS	290	169	(121)
2	5260	1526001	High Tech LA Middle	5041 SUNNYSLOPE AVE	SHERMAN OAKS	91423	CSI	6-8	3	N	Van Nuys/Valley Glen CoS	450	210	(240)
3	8121	1812101	Ivy Bound Math, Sci & Tech	15355 MORRISON ST	SHERMAN OAKS	91403	CSI	5-8	3	N	Van Nuys/Valley Glen CoS	240	161	(79)
4	5185	1518501	Valley Chrtr Middle	1. 14646 SHERMAN WAY 2. 6952 VAN NUYS BLVD	VAN NUYS	91405	CSI	6-8	3	N	Van Nuys/Valley Glen CoS	398	240	(158)
5	5162	1516201	Valor Acad Chrtr	9034 BURNET AVE	NORTH HILLS	91343	CSI	5-8	6	N	Monroe CoS	496	509	13
											TOTAL	**1,874**	**1,289**	**(585)**

The petitioner's enrollment data:

No.	CCC	LOCN	SITE NAME	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	BD	PHYSICAL REGION	COS AFFILIATION	2021-22 (Enrollment Roll-Out Plan Per Petition)	2021-22 NORM DAY ENROLLMENT	Over-(Under-) Enrollment
1	5203	1520301	INGENIUM CHARTER MIDDLE	7330 Winnetka Ave.	Winnetka	91306	MS	6-8	4	N	Cleveland COS	270	184	(86)

Ingenium Charter Middle Schools within the Community List with Enrollment Data
Charter

No.	CCC	LOCN	SITE NAME	% Over-(Under-) Enrollment	2022-23 (Enrollment Roll-Out Plan Per Petition)	2022-23 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2023-24 (Enrollment Roll-Out Plan Per Petition)	2023-24 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	7585	1758501	Girls Athletic Ldrshp Sch Los Angeles	-42%	310	155	(155)	-50%	330	152	(178)	-54%
2	5260	1526001	High Tech LA Middle	-53%	450	229	(221)	-49%	450	234	(216)	-48%
3	8121	1812101	Ivy Bound Math, Sci & Tech	-33%	240	137	(103)	-43%	240	127	(113)	-47%
4	5185	1518501	Valley Chrtr Middle	-40%	428	232	(196)	-46%	450	246	(204)	-45%
5	5162	1516201	Valor Acad Chrtr	3%	496	508	12	2%	496	508	12	2%
				-31%	**1,924**	**1,261**	**(663)**	**-34%**	**1,966**	**1,267**	**(699)**	**-36%**

The petitioner's enrollment data:

No.	CCC	LOCN	SITE NAME	% Over-(Under-) Enrollment	2022-23 (Enrollment Roll-Out Plan Per Petition)	2022-23 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2023-24 (Enrollment Roll-Out Plan Per Petition)	2023-24 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	5203	1520301	INGENIUM CHARTER MIDDLE	-32%	270	147	(123)	-46%	270	169	(101)	-37%

Instructions for Completing this Community Impact Assessment Template for Material Revision Requests

Per the Material Revision and the Facilities sections of the *LAUSD Policy and Procedures for Charter Schools*, a Community Impact Assessment is required when a charter school seeks:

1. Expansion to one or more additional sites (if outside the community, as defined in the *LAUSD Policy and Procedures for Charter Schools*)
2. Change in location/address outside the community (as defined in the *LAUSD Policy and Procedures for Charter Schools)*
3. Expansion of additional grade levels served

Please review the instructions and template carefully to complete the Community Impact Assessment (as part of the Material Revision application for consideration by the LAUSD Board of Education).

Please note: Prior to beginning work on the Community Impact Assessment, please contact the Charter Schools Division for a list of Schools within the Community (i.e., the District and charter schools serving any of the same grade levels proposed to be served by the charter school within the identified geographical area).

"To assist in the determination whether the charter school requesting an expansion or change in location/address is demonstrably likely or unlikely to serve the interests of the entire community in which the school proposes to locate or expand, the charter school must submit a Community Impact Assessment as part of its material revision request. The Community Impact Assessment will be based on analysis of publicly available information and data (e.g., LAUSD OpenData, LAUSD Unified Enrollment program data, official data from the California Department of Education's website, etc.) and on evidence of community engagement and outreach. The charter school shall clearly cite and provide sources for all data and information used to inform assertions in their Community Impact Assessment" (*LAUSD Policy and Procedures for Charter Schools*).

Please note that "**community**" and "**identified geographical area**" are defined as follows in the *LAUSD Policy and Procedures for Charter Schools*:

> "For purposes of this Policy and Procedures, a 'community' includes families and individuals who reside, work, and/or are served in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the charter school (inclusive of the proposed additional grade level(s) being requested, if applicable). The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the charter school's material revision application. Thus, petitioners will consider the existing

> District and charter schools operating within the Community of Schools and three-mile radius."

Please ensure that the terms used in the narrative response sections below are consistent with the definitions above and other applicable sections of the *LAUSD Policy and Procedures for Charter Schools.*

Prior to submission of the Community Impact Assessment as part of the Material Revision, please contact your assigned Charter Schools Division administrator to establish a Dropbox folder for your submission. Please create a folder titled "Community Impact Assessment" and include this completed template in the top level of the folder. Within this folder, create separate subfolders to store evidence corresponding to each section of the Community Impact Assessment and title each subfolder accordingly (e.g., "Section 1 Evidence", "Section 2 Evidence", etc.). Please ensure that all pieces of evidence included in each subfolder are clearly labeled with a unique file name.

In all sections below, there are spaces to include narrative responses to questions, as well as a separate area to list all evidence supporting the assertions in the narrative responses.

In the **Evidence** table for each section below, list each source of evidence on a separate row with a corresponding number in the "Citation" column. Each row should include the following:

- **File Name:** The name of the file as it appears in the evidence folder submitted to Dropbox.
- **Link*** (optional)**:** A URL link to the file's Dropbox location (hyperlinks or shortened links are preferred).
- **Description of Evidence:** A brief description of the evidence.

*Please note that some sources of evidence (e.g., CA School Dashboard data) may be updated after submission. For this reason, a link to a time-stamped copy of the data (e.g., print out, screen shot, etc.) is preferable to a URL address of the original source.

Within the narrative response(s) of each section below, please clearly cite the specific evidence supporting each statement asserted by the petitioner using the number(s) from the "Citation" column in the Evidence table. If a statement is supported by more than one piece of evidence listed in the Evidence table, include all citation numbers, separated by commas. If a piece of evidence supports statements in multiple sections, please list the evidence in only one section's Evidence table and refer to that citation number in each Narrative response as appropriate.

For example:

> *[Statement asserted by the petitioner]* (1.2). *[Statement asserted by the petitioner]* (1.1, 2.6, and 5.3).

Types of evidence that may be provided as part of the Community Impact Assessment include, but are not limited to, emails and other correspondence, CA Dashboard reports, demographic data, maps, multilingual notices/flyers, presentation materials, meeting agendas, sign-in sheets, survey results, etc.

If there are more than 10 pieces of evidence for a particular section, please insert additional rows in the Evidence table for that section and number the citation number accordingly (e.g., 1.11, 1.12, 1.13, etc.).

Note: This document is subject to change. Prior to submission, please check the CSD website to ensure you are using the most current version of the template.

For additional reference, please review the *LAUSD Policy and Procedures for Charter Schools*.

COMMUNITY IMPACT ASSESSMENT TEMPLATE
(Material Revision Request)

GENERAL INFORMATION		
Name of Charter School	INGENIUM CHARTER SCHOOL ("ICS")	INGENIUM CHARTER MIDDLE SCHOOL ("ICMS")
Current location (street address, city, and zip code)	22250 Elkwood Street Canoga Park, CA 91304 (Co-located with Canoga Park Middle School)	7330 Winnetka Ave, Winnetka, CA 91306 (Co-located with Sutter Middle School)
Current LAUSD Community of Schools	CANOGA PARK/CHATSWORTH	CLEVELAND
Current LAUSD Board District	3	4
Current LAUSD Region (formerly Local District)	NORTH	NORTH
Current Grade Levels Authorized to Serve per Approved Charter	TK-5	6-8
Current Enrollment Capacity Authorized per Approved Charter (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	574	270
Current Enrollment	300	200
Indicate Requested Material Revision	☐ Expansion to one or more additional sites outside the community as defined by *LAUSD Policy and Procedures for Charter Schools* ☒ Change in location/address outside the community as	☐ Expansion to one or more additional sites outside the community as defined by *LAUSD Policy and Procedures for Charter Schools* ☒ Change in location/address outside the community as

	defined by *LAUSD Policy and Procedures for Charter Schools* ☐ Expansion of additional grade levels served	defined by *LAUSD Policy and Procedures for Charter Schools* ☐ Expansion of additional grade levels served

SECTION 1:
IDENTIFICATION of the COMMUNITY for the PROPOSED MATERIAL REVISION

NARRATIVE

a. In the space below, identify and describe the community in which the proposed additional site or new site (for a move) will be located, or the proposed expansion of additional grade levels served will occur.

1a Community Description

Ingenium, pending the approval of LAUSD, plans for the 2025-26 school year to relocate two of our charter schools, ICS and ICMS, from their current separate Prop 39 co-locations to a single private facility at 6725 Kester Avenue, Van Nuys, CA 91405 ("Kester Ave Location").[1] While ICMS originally was located on the same campus as ICS, due to growth, the two schools separated several years ago. Currently, ICS is co-located via Prop 39 at Canoga Park MS, and ICMS is co-located via Prop 39 at Sutter MS. This move will allow us to once again serve a full TK-8 continuum on the same campus, which we believe is better for our students, families, teachers and staff.

The new Kester Ave Location is 8.86 miles from the current ICS Prop 39 site and 6.53 miles from the current ICMS Prop 39 site.

After a lengthy facilities investigation and complex process, Ingenium is thrilled to have entered into a Purchase and Sale Agreement for the Kester Ave Location, with a 120 day "due diligence" period that expires in November 2024.[2] We believe moving ICS+ICMS to this new campus will solve the ongoing Prop 39 challenges at two LAUSD campuses, and that this move will be beneficial for both Ingenium and the District.

[1] Ingenium Schools currently operates three charter schools, including ICS, ICMS, and our first school, Barack Obama Charter School, a TK-5 school located in Compton and authorized by Compton Unified School District (CUSD). A fourth school, Ingenium Clarion Middle School, was voluntarily closed at the end of the 2023-24 school year due to a lack of appropriate facilities. After occupying a Prop 39 co-location for many years, CUSD refused to renew our Alternative Agreement under Prop 39 when the Clarion's in-district enrollment fell below 80 students (CUSD is surrounded by LAUSD, and significant percentage of Clarion's enrollment each year came from within LAUSD boundaries). With no suitable facility for our 130+ students for 2024-25, Ingenium's Board made the difficult decision to close the school.

[2] We respectfully request that CSD staff expedite the review process so that a decision can be made within our escrow period and allow the acquisition of the building, planning of the improvements and construction to commence as soon as the permit is issued. If a decision is not made prior to November 2024, Ingenium will have to seek an extension with the seller.

With the new school year starting August 12, 2024, ICS is projected to have 300 students (grades TK-5) enrolled at the ICS Prop 39 site and ICMS will have 200 students (6-8) enrolled at the ICMS Prop 39 site. Ingenium continues to pursue Prop 39 facilities at both ICS and ICMS Prop 39 locations. However, the space allotted by the District has not been ideal. Fully enrolling both schools has been inhibited, in part, by a lack of suitable facilities, and has meant more cramped classrooms and compromises for our students and families – unfortunately impacting our students with greatest needs (students with disabilities, English Learners, etc.) the most with a lack of appropriate space for pull-out services and sensitive meetings.

For the 2024-25 school year, ICS was forced to relinquish two additional classrooms because of declining enrollment – we note that ICS now is projecting increased enrollment to 300 students from 285 in 2023-24. For the 2023-24 school year, ICMS had been forced to relinquish "Room A", even though it is located within ICMS's fenced-off portion of the ICMS Prop 39 co-location (a fence that was installed when ICMS moved onto the campus, to help segregate ICMS from Sutter MS). For the entirety of the 2023-24 school year, ICMS staff continuously had to let Sutter MS staff and students onto "our" fenced-in part of the campus so that they could use Room A for pull-out services.

At ICMS, in response to increasing enrollment, rather than offer a single additional classroom at our existing Prop 39 campus for the 2024-25 school year, LAUSD offered essentially the same offer we had been given the prior year: two classrooms at Woodland Hills Academy, located three miles away from our existing co-location. The District was well aware that families from Woodland Hills Academy had picketed Ingenium and reacted quite negatively to our proposed use of space at that school when the District first made the offer to ICMS for the 2023-24 school year. As we did then, we chose to restrict our enrollment rather than accept a very inconvenient, cost- and resource-involved, and potentially disruptive co-location for approximately 60 of our almost 200 students.

As a result, ICS+ICMS entered into an Alternative Agreement with LAUSD for Prop. 39 classroom space for 2024-25 so that we could secure an additional classroom for our 6-8 students at Sutter MS while declining the additional classrooms at Woodland Hills Academy. In order to meet the needs of our educational program, ICMS requested the return of "Room A" that we had previously relinquished to the District for the 2023-2024 school year. ICS also requested an additional classroom at Canoga Park MS. LAUSD agreed, in exchange for relinquishing the Woodland Hills Academy co-location. Overall, Ingenium had a net increase of zero classrooms in the final Alternative Agreement, even though ICMS had shown growth in its In-District Prop-39 enrollment. As our enrollment begins to increase following declines during the COVID pandemic and aftermath (consistent with declines at schools across California as residents have moved out of the area), quite simply, we need room to grow and let our programs thrive.

Moving to the Kester Ave Location will give Ingenium sufficient space for our current enrollment (for 2024-25, ICS+ICMS will have approximately 500 students; with the new facility, we can serve twice as many students as the facility holds 1,340 occupants), customized to our instructional program, along with sufficient space for special education, English Learner and other intervention services. Our children will have ample space to play, both indoors and outdoors, and be able to use their school's facilities in the manner and at the times best suited for their needs. Parents and family members will have space to gather, and we will be able to build a true school community and sense of belonging among our students

and families with our “own” space. Consolidation of some operations and anticipated growth in enrollment will bolster Ingenium’s ability to meet our students’ needs for years to come, and will enable ICS+ICMS to serve our students in a manner comparable to District facilities.

Ingenium has noted additional challenges arising from its co-location allocations to meet the needs of school operations and student programs below:

ICS:

- **Full Inclusion/Personalized Learning Model Leads to Overcrowding During Small Group Instruction:** Our Full Inclusion Model and differentiation of instruction to meet individual students’ needs includes frequent small group activities, rotations and instruction; our class sizes and the size of our current classrooms create challenges for this model and leads to easy distractions and less time on task. The need for English Language Arts and Math intervention is challenging to meet with the current classroom allocation. No empty classrooms are available for pull-out intervention, affecting the support for 43% EL population and addressing learning loss from COVID remote instruction.
- **Service Providers Search for Empty Classrooms or Work in Hallways/Classrooms:** Therapy (PT, OT, Speech, etc.) and counseling providers face challenges due to the lack of dedicated meeting rooms, sometimes conducting sessions in hallways, especially during inclement weather.
- **Art and Music Classes in Classrooms:** Enrichment classes lack dedicated spaces. For example, the Art Teacher and Music Teacher must each use a cart to move supplies between classes. This limits the types of lessons and activities students participate in doing, due to the need for set up, clean up and moving around regular classroom furniture.
- **Physical Education in Classrooms:** Inclement weather forces PE classes indoors, conducted in general education classrooms filled with furniture, hindering adequate physical activity.
- **No Dedicated Quiet “Adult” Spaces:** Cramped, shared office spaces and crowded classrooms mean that staff often have to search for a quiet place to hold a Zoom/virtual conference meeting or work quietly. Teachers search for a space to collaborate and plan together. While we are fortunate to be in Southern California and benefit from using outdoor space most school days, inclement weather presents significant challenges in these daily activities.
- **Lack of Proper Meeting Area:**
    - **Professional Development:** We do not have a consistent meeting space for professional development, coaching, planning, collaboration, evaluations, and more, thus our faculty resort to using different classrooms with inadequate seating, thus impacting learning, collaboration, and planning efforts.
    - **Parent/Family Engagement:** We often face challenges in securing sufficiently large meeting space for our School Site Council and English Learner Advisory Committee. Hosting events for our families is limited to the Shared Use Agreement with the ICS Prop 39 Site, requiring careful planning around the ICS Prop 39 Site Principal's preferences and available times.
- **After School Program and Extracurricular Opportunities:** We have no dedicated space for our after-school or extracurricular programs. These programs operate out of our classrooms, again, impacting our operations and the ability to deliver programs seamlessly and effectively.

ICMS:

- **Administrative Space:** The single allocated office space is overcrowded, shared by the Counselor, Assistant Principal, Student Support Specialist, Office Manager, and Principal. The After-school Coordinator, Resource Teacher, Resource Assistant, and Special Education service providers share the "Teachers' Lounge," making it inefficient for receiving parents and students or handling administrative duties. Confidential meetings are not possible due to the lack of private space. Our staff morale suffers due to the lack of appropriate space for our hard-working staff to take a break, enjoy some quiet from the busy-ness and volume of school life, or talk quietly with a colleague.
- **Full Inclusion/Personalized Learning Model Leads to Overcrowding During Small Group Instruction:** Our Full Inclusion Model and personalization of instruction to meet individual students' needs includes frequent small group activities, rotations and instruction; our class sizes and the size of our current classrooms create challenges for this model and leads to easy distractions and less time on task.
- **Service Providers Search for Empty Classrooms or Work in Hallways/Classrooms:** Therapy (PT, OT, Speech, etc.), DIS counseling, EL instructors and interventionists doing pull-out services face challenges due to the lack of dedicated meeting rooms, sometimes conducting sessions in hallways, especially during inclement weather. The need for English Language Arts and Math intervention is challenging to meet with the current classroom allocation. No empty classrooms are available for pull-out intervention, affecting the support for 39% EL population and addressing learning loss from COVID remote instruction.
- **Physical Education:** Limited outdoor space and restricted access to the gymnasium hinder the ability to offer a varied physical education program. Students often play on a small dirt patch, and inclement weather poses challenges due to the lack of indoor alternatives.

Kester Ave Location

As detailed more fully in Section 2, below, the new Kester Ave Location has the capacity to accommodate both our TK-5 school, ICS, with almost 300 students, and our 6-8 school, ICMS, with approximately 200 students, and can potentially address the issues posed above for both schools. The Kester Ave Location is permitted for use as a school with allowed use as Commercial zoning CR-1, and has served as a private trade school in the past with a 1,340-person capacity. The private site is improved with a three-story school building that includes classrooms, labs, offices, restrooms and a multipurpose room, with approximately 27,000 square feet of space on 2.6 acres of land. The site layout and capacity ensure that the facility will comfortably accommodate all students (enrollment capacity 884), staff (60-65 faculty members), and additional community members during events. The site's large acreage also allows for future additional development of space to accommodate even future needs.

The Kester Ave Location is located within the Van Nuys/Valley Glen Community of Schools, near the intersection of Vanowen St and Kester Ave, and two blocks northwest from Van Nuys High School. The surrounding area is both commercial and residential, with small apartment buildings, multi-family housing and single-family homes in the blocks surrounding the campus, and a variety of retail stores, fast-food and other merchants along the main boulevards. According to the 2022: American Community Survey ("ACS") 5-Year Estimates Subject Tables, zip code 91405 (the Kester Ave Location) had a population of approximately 55,451

people in 2022, in a 3.3 square mile area. (https://www.city-data.com/zips/91405.html#google_vignette.) This zip code is 61% Latino, 23.6% White, 8.9% Asian, 4.1% Black, and 1.8% Two or More Races. (https://data.census.gov/table/ACSST5Y2022.S0601?g=860XX00US91405) Only 25% of adults over 25 hold a four-year college degree, while 49.4% have a high school diploma or less. (https://data.census.gov/table/ACSST5Y2022.S0502?q=91405&g=860XX00US91405) Almost half (46.9%) of Van Nuys' residents are foreign-born, with the majority (66.4%) being born in Latin America. The mean income for households is $80,106 (2022 dollars). (Ibid.)

Our current locations in the west valley, Canoga Park and Winnetka, reflect a similarly diverse community. In Canoga Park, 48.1% of the population is Hispanic or Latino, 43.19% are White, 13.51% are Asian, and 3.66% are Black. In Winnetka, the racial composition includes 49% Hispanic or Latino, 27% White, 11% Asian, and 6% Black. The average household income in Canoga Park is $95,072, with a median household income of $70,740. Educational attainment shows that approximately 17.31% of Canoga Park residents hold a bachelor's degree, while 29.35% have a high school diploma. Nearly 49.3% of the population speaks a language other than English at home, and 36.8% are foreign-born, with many hailing from various parts of the world.

Based on survey data collected from our current families, we do anticipate that a majority of our currently enrolled students, other than matriculating 8th graders, will make the move with us and continue to be enrolled at ICS+ICMS. Historically, even after ICS and ICMS were no longer located on the same campus, ICMS' enrollment has come predominantly from ICS's matriculating 5th graders. We anticipate this pattern will continue. While we will admit new students in grades TK-5 at ICS and 6-8 at ICMS, our focus is on newly eligible young students entering grades TK/K.

With just 45 spots open for TK/K for the 2025-26 school year, we anticipate that ICS's impact on the surrounding community will be quite minimal; with 60 openings in 6th grade for 2025/26, and 49 5th graders enrolled at ICS for 2024/25, we anticipate having just 10-20 spots available for students new to Ingenium for 6th grade. Moreover, ICS+ICMS currently draw enrollment from over 40 different LAUSD-operated "resident" schools our students would otherwise attend, thus the impact to any single school in the District is nominal. We already have begun conducting outreach in the community immediately surrounding the Kester Ave Location, as detailed throughout this CIA, including distributing flyers and introducing Ingenium to several preschools, day care centers, Head Start and other community service programs in the neighborhood.

b. In consideration of the existing District and charter schools operating within the Community of Schools and three-mile radius, please describe pertinent information regarding the identified community for the proposed material revision.

1b Comparison Schools

The following schools were provided by the LAUSD Charter Schools Division as comparison schools within a 3-mile radius of the proposed location for the material revision, in accordance with the requirements of the Community Impact Assessment (CIA). Each school serves as a benchmark for understanding the educational landscape and community demographics near the proposed site.

The distances provided for the comparison schools are calculated as “as-the-crow-flies” distances, meaning they are measured in a straight line from the proposed location, rather than by the actual road or walking distance. This method of measurement meets the requirement of a 3-mile radius, ensuring that the schools listed are within the specified proximity to the proposed site. This approach is standard for fulfilling the criteria set by the CIA, allowing for a consistent and equitable comparison of nearby educational institutions.

1. Alta California Elementary School

- **Address:** 14859 W Rayen St, Panorama City, CA 91402
- **Phone:** (818) 830-4400
- **Grades Served:** TK-5
- **Principal:** Jose Benitez
- **Community of Schools:** Monroe
- **Distance from proposed Kester Ave Location (mi):** 2.74

Alta California Elementary School is dedicated to fostering a supportive and inclusive learning environment in the heart of Panorama City. The school serves a predominantly Latino student population, with an emphasis on bilingual education and academic excellence. Alta California offers various programs to support student achievement, including English Language Development and special education services. The school actively engages with the local community, offering resources and events to ensure student success.
Source: https://explore.lausd.org/school/1739801/Alta-California-Elementary

2. Bassett Street Elementary School

- **Address:** 15756 Bassett St, Lake Balboa, CA 91406
- **Phone:** (818) 782-1340
- **Grades Served:** TK-5
- **Principal:** Carl J. Christoff
- **Community of Schools:** Reseda
- **Distance from proposed Kester Ave Location (mi):** 0.42

Bassett Street Elementary School is committed to helping students reach their full academic potential, with specialized programs in Science, Technology, Engineering, Arts, Mathematics (STEAM), and Media Arts. Bassett Street offers various resources, including a robotics program, STEM lab, and media arts lab, to enhance student learning and engagement.
Source: https://explore.lausd.org/school/1232301/Bassett-Street-Elementary

3. Burton Street Elementary School

- **Address:** 8111 Calhoun Ave, Panorama City, CA 91402
- **Phone:** (818) 908-1287
- **Grades Served:** TK-5
- **Principal:** Jorge Rios
- **Community of Schools:** Panorama City
- **Distance from proposed Kester Ave Location (mi):** 2.05

Burton Street Elementary School serves a culturally diverse student population in Panorama City, focusing on community engagement and academic achievement. The school provides a nurturing

environment where students from various backgrounds can thrive. Burton Street offers programs that emphasize literacy ensuring that all students have the opportunity to succeed.
Source: https://explore.lausd.org/school/1265801/Burton-Street-Elementary

4. Cardenas Elementary School

- **Address:** 6900 N Calhoun Ave, Van Nuys, CA 91405
- **Phone:** (818) 908-6700
- **Grades Served:** TK-5
- **Principal:** Dinora Mendoza
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 0.91

Cardenas Elementary School is situated in Van Nuys, serving a diverse and predominantly Latino student population. The school emphasizes a well-rounded education with a focus on standards-based curriculum. Cardenas Elementary fosters a supportive and inclusive environment, offering various programs to meet the academic and social-emotional needs of its students.
Source: https://explore.lausd.org/school/1740101/Andres-Maria-Cardenas-Elementary

5. Chandler Elementary School

- **Address:** 14030 Weddington St, Van Nuys, CA 91401
- **Phone:** (818) 789-6173
- **Grades Served:** TK-5
- **Principal:** Matthew Skoll
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 1.8

Chandler Elementary School, located in the heart of Van Nuys, provides high-quality education to a diverse student body. The school is known for its commitment to creating a supportive and inclusive school environment. Chandler Elementary is actively involved with the local community, offering programs and events that foster a strong connection between the school and the families it serves.
Source: https://explore.lausd.org/school/1295901/Chandler-Elementary

6. Chase Street Elementary School

- **Address:** 14041 Chase St, Panorama City, CA 91402
- **Phone:** (818) 830-4440
- **Grades Served:** TK-5
- **Principal:** Rosemary Mena
- **Community of Schools:** Panorama City/North Hills
- **Distance from proposed Kester Ave Location (mi):** 2.58

Chase Street Elementary School is located in Panorama City and serves students from Transitional Kindergarten through fifth grade. The school offers a range of academic programs and enrichment activities aimed at supporting student development. Chase Street Elementary School works closely with families and the local community to create a nurturing educational environment.
Source: https://explore.lausd.org/school/1301401/Chase-Street-Elementary

7. Cohasset Street Elementary School

- **Address:** 15810 Saticoy St, Van Nuys, CA 91406
- **Phone:** (818) 787-2113
- **Grades Served:** TK-5
- **Principal:** Norma Villarreal
- **Community of Schools:** Monroe
- **Distance from proposed Kester Ave Location (mi):** 1.41

Cohasset Street Elementary School is located in Van Nuys and serves students from Transitional Kindergarten through fifth grade. The school provides a variety of programs focusing on academic excellence and student enrichment, though its school performance shows otherwise. Cohasset Street Elementary School aims to foster a collaborative environment by engaging with families and the local community to support student success.
Source: https://explore.lausd.org/school/1313701/Cohasset-Street-Elementary

8. Coldwater Canyon Elementary School

- **Address:** 6850 Coldwater Canyon Ave, North Hollywood, CA 91605
- **Phone:** (818) 765-6634
- **Grades Served:** TK-5
- **Principal:** Cynthia Braley
- **Community of Schools:** North Hollywood/Valley Village
- **Distance from proposed Kester Ave Location (mi):** 2.72

Coldwater Canyon Elementary School is located in North Hollywood and serves students from Transitional Kindergarten through fifth grade. The school offers a comprehensive academic program, complemented by 1:1 technology (iPads and Chromebooks), along with various enrichment opportunities, with school performance being under district average in academics.
Source: https://explore.lausd.org/school/1315101/Coldwater-Canyon-Elementary

9. Columbus Avenue Elementary School

- **Address:** 6700 Columbus Ave, Van Nuys, CA 91405
- **Phone:** (818) 779-5440
- **Grades Served:** TK-5
- **Principal:** Mariana Lanning
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 0.36

Columbus Avenue Elementary School is located in Van Nuys, serving a culturally diverse student population. The school offers a range of academic programs to support student achievement, including special education services. Columbus Avenue Elementary offers specials like dance, music, and visual arts.
Source: https://explore.lausd.org/school/1743201/Columbus-Avenue-Elementary

10. Dixie Canyon Community Charter School

- **Address:** 4220 Dixie Canyon Ave, Sherman Oaks, CA 91423
- **Phone:** (818) 784-6283
- **Grades Served:** TK-5
- **Principal:** Silvia Lopez

- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 3.62

Dixie Canyon Community Charter School, located in Sherman Oaks, serves a diverse student body from various socio-economic backgrounds. The school is recognized for its strong academic programs. Dixie Canyon offers a welcoming environment where students can thrive academically and socially.
Source: https://explore.lausd.org/school/1343801/Dixie-Canyon-Community-Charter

11. Erwin Elementary School

- **Address:** 13400 Erwin St, Van Nuys, CA 91401
- **Phone:** (818) 988-6292
- **Grades Served:** TK-5
- **Principal:** Marie Koudsi
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 2.04

Erwin Elementary School is located in Van Nuys and serves students from Transitional Kindergarten through fifth grade with their unique motto, “Soar Like an Eagle”. The school provides a range of academic programs and enrichment activities designed to support student learning and growth. Data shows that Erwin Elementary School works closely with families and the local community to foster a positive and collaborative educational environment.
Source: https://explore.lausd.org/school/1363001/Erwin-Elementary

12. Gault Street Elementary School

- **Address:** 17000 Gault St, Van Nuys, CA 91406
- **Phone:** (818) 343-7740
- **Grades Served:** TK-5
- **Principal:** Antoinette Brusca
- **Community of Schools:** Reseda
- **Distance from proposed Kester Ave Location (mi):** 2.66

Gault Street Elementary School is located in Van Nuys, serving a culturally diverse student body with a focus on academic achievement and social-emotional learning. The school offers a range of programs to support student success, including literacy and math interventions. Gault Street Elementary is committed to fostering a nurturing and inclusive environment.
Source: https://explore.lausd.org/school/1411001/Gault-Street-Elementary

13. Hazeltine Avenue Elementary School

- **Address:** 7150 Hazeltine Ave, Van Nuys, CA 91405
- **Phone:** (818) 781-1040
- **Grades Served:** TK-5
- **Principal:** Silvia Roman
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 1.15

Hazeltine Avenue Elementary School, situated in Van Nuys, serves a culturally diverse student body. The school offers a variety of programs, with a focus on basic academic subjects such as

literacy and math. Hazeltine Avenue provides resources aimed at supporting students' educational journeys including offering tech education and GATE programs.
Source: https://explore.lausd.org/school/1449301/Hazeltine-Avenue-Elementary

14. Kester Avenue Elementary School

- **Address:** 5353 Kester Ave, Sherman Oaks, CA 91411
- **Phone:** (818) 787-6751
- **Grades Served:** TK-5
- **Principal:** Kristine McIntire
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 1.04

Kester Avenue Elementary School is located in Sherman Oaks and serves a diverse student population. The school offers a range of programs, serving grades TK-1 in a home-school as well as a GATE magnet school, with core subject instruction and specials. Kester Avenue Elementary engages with the local community and parents to support its students.
Source: https://explore.lausd.org/school/1472601/Kester-Avenue-Elementary

15. Kittridge Street Elementary School

- **Address:** 13619 Kittridge St, Van Nuys, CA 91401
- **Phone:** (818) 786-7926
- **Grades Served:** TK-5
- **Principal:** Alfonso Jimenez
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 1.2

Kittridge Street Elementary School is located in Van Nuys and serves students from Transitional Kindergarten through fifth grade. The school provides a variety of programs focused on core academic instruction and enrichment activities. Kittridge Street Elementary actively engages with families and the local community to foster a supportive learning environment.
Source: https://explore.lausd.org/school/1476001/Kittridge-Street-Elementary

16. Langdon Avenue Elementary School

- **Address:** 8817 Langdon Ave, North Hills, CA 91343
- **Phone:** (818) 892-0779
- **Grades Served:** TK-5
- **Principal:** Maria Manzo
- **Community of Schools:** Monroe
- **Distance from proposed Kester Ave Location (mi):** 2.72

Langdon Avenue Elementary School is located in North Hills and serves students from Transitional Kindergarten through fifth grade. The school offers a comprehensive curriculum along with various technology-integrated enrichment programs aimed at enhancing student achievement.
Source: https://explore.lausd.org/school/1477501/Langdon-Avenue-Elementary

17. John B. Monlux Elementary School

- **Address:** 6051 Bellaire Ave, North Hollywood, CA 91606

- **Phone:** (818) 985-9174
- **Grades Served:** TK-5
- **Principal:** Hermineh Markosyan
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 2.87

John B. Monlux Elementary School is located in North Hollywood and serves students from Transitional Kindergarten through fifth grade. The school provides a well-rounded academic program along with various enrichment opportunities to support student growth, including a Magnet program. They are equipped to service Special Education programs in Autism.
Source: https://explore.lausd.org/school/1534201/John-B-Monlux-Elementary

18. Noble Avenue Elementary School

- **Address:** 8329 Noble Ave, North Hills, CA 91343
- **Phone:** (818) 892-1151
- **Grades Served:** TK-5
- **Principal:** Joseph Prendez
- **Community of Schools:** Panorama City
- **Distance from proposed Kester Ave Location (mi):** 2.07

Noble Avenue Elementary School is located in North Hills and serves students from Transitional Kindergarten through fifth grade. The school offers a diverse range of academic programs and enrichment activities designed to promote student achievement, notably their “School for Advanced Studies” program. Noble Avenue Elementary School incorporates technology and art.
Source: https://explore.lausd.org/school/1560301/Noble-Avenue-Elementary

19. Michelle Obama Elementary School

- **Address:** 8150 N Cedros Ave, Panorama City, CA 91402
- **Phone:** (818) 778-5425
- **Grades Served:** TK-5
- **Principal:** Carmen Dominguez
- **Community of Schools:** Panorama City/North Hills
- **Distance from proposed Kester Ave Location (mi):** 1.85

Michelle Obama Elementary School is located in Panorama City and serves students from Transitional Kindergarten through fifth grade. The school provides a robust academic program alongside a variety of enrichment activities to support student learning and development, along with a new, state of the art facility. Academic achievement scores fall below district averages for Math and ELA.
Source: https://explore.lausd.org/school/1230201/Michelle-Obama-Elementary-School

20. Panorama City Elementary School

- **Address:** 8600 Kester Ave, Panorama City, CA 91402
- **Phone:** (818) 895-4230
- **Grades Served:** TK-5
- **Principal:** Olivia Flores-Torres
- **Community of Schools:** Monroe
- **Distance from proposed Kester Ave Location (mi):** 2.38

Panorama City Elementary School is located in Panorama City and serves students from Transitional Kindergarten through fifth grade. The school offers a comprehensive academic program along with various enrichment opportunities to support student achievement such as individual student targeting and small group instruction.
Source: https://explore.lausd.org/school/1560401/Panorama-City-Elementary

21. Rosa Parks Learning Center

- **Address:** 8855 Noble Ave, North Hills, CA 91343
- **Phone:** (818) 895-9620
- **Grades Served:** TK-5
- **Principal:** Miriam King
- **Community of Schools:** Monroe
- **Distance from proposed Kester Ave Location (mi):** 2.68

Rosa Parks Learning Center is located in North Hills and serves students from Transitional Kindergarten through fifth grade. The school provides a robust academic curriculum along with various enrichment programs, such as community-based learning, aimed at enhancing student learning. Arts is important to this school as they also have a school orchestra and offer art instruction. Academic achievement scores fall below district averages for Math and ELA.
Source: https://explore.lausd.org/school/1357601/Rosa-Parks-Learning-Center

22. Primary Academy for Success School

- **Address:** 9075 Willis Ave, Panorama City, CA 91402
- **Phone:** (818) 920-2932
- **Grades Served:** TK-2
- **Principal:** Danika Free
- **Community of Schools:** Monroe
- **Distance from proposed Kester Ave Location (mi):** 2.79

Primary Academy for Success School (PASS) is located in Panorama City and serves students from Transitional Kindergarten through second grade. The school focuses on early childhood education, offering a strong foundation in core academics along with enrichment activities tailored to young learners. PASS is a Gold Ribbon Award school.
Source: https://explore.lausd.org/school/1477601/Primary-Academy-for-Success-School

23. Ranchito Avenue Elementary School

- **Address:** 7940 Ranchito Ave, Panorama City, CA 91402
- **Phone:** (818) 988-1710
- **Grades Served:** TK-5
- **Principal:** Jennifer Zuniga
- **Community of Schools:** Panorama City
- **Distance from proposed Kester Ave Location (mi):** 2.07

Ranchito Avenue Elementary School is located in Panorama City and serves students from Transitional Kindergarten through fifth grade. The school offers a comprehensive academic program with a variety of enrichment activities and specials to support student development such as orchestra, dance, and visual arts.
Source: https://explore.lausd.org/school/1619201/Ranchito-Avenue-Elementary

24. Riverside Drive Charter School

- **Address:** 13061 Riverside Dr, Sherman Oaks, CA 91423
- **Phone:** (818) 990-4525
- **Grades Served:** TK-5
- **Principal:** Nicole Richardson
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 2.5

Riverside Drive Charter School is located in Sherman Oaks and serves students from Transitional Kindergarten through fifth grade. As a charter school, it provides a unique educational approach that includes a STEM-based academic curriculum and various enrichment programs.
Source: https://explore.lausd.org/school/1631501/Riverside-Drive-Charter-School
24.

25. Saticoy Elementary School

- **Address:** 7850 Ethel Ave, North Hollywood, CA 91605
- **Phone:** (818) 765-0783
- **Grades Served:** TK-5
- **Principal:** Maria Awakian
- **Community of Schools:** Sun Valley
- **Distance from proposed Kester Ave Location (mi):** 2.74

Saticoy Elementary School is located in North Hollywood and serves students from Transitional Kindergarten through fifth grade. The school offers a well-rounded academic program along with enrichment activities to support student growth and development in the 21st Century.
Source: https://explore.lausd.org/school/1656501/Saticoy-Elementary

26. Sherman Oaks Elementary Charter School

- **Address:** 14780 Dickens St, Sherman Oaks, CA 91403
- **Phone:** (818) 784-8283
- **Grades Served:** TK-5
- **Principal:** Carla Miller
- **Community of Schools:** Van Nuys / Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 2.94

Sherman Oaks Elementary Charter School (SOEC) is located in Sherman Oaks and serves students from Transitional Kindergarten through fifth grade. As a charter school, it offers a specialized educational approach, combining a comprehensive academic curriculum with a variety of enrichment programs. Sherman Oaks Elementary Charter School works closely with families and the local community to foster a vibrant and supportive learning environment.
Source: https://explore.lausd.org/school/1669901/Sherman-Oaks-Elementary-Charter-School

27. Sylvan Park Elementary School

- **Address:** 6238 Noble Ave, Van Nuys, CA 91411
- **Phone:** (818) 988-4020
- **Grades Served:** TK-5
- **Principal:** Sandra Bennett

- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 0.62

Sylvan Park Elementary School is located in Van Nuys and serves students from Transitional Kindergarten through fifth grade. The school offers a comprehensive academic program alongside various enrichment activities aimed at supporting student achievement and preparing them to be college and career ready.
Source: https://explore.lausd.org/school/1702701/Sylvan-Park-Elementary

28. Valerio Street Elementary School

- **Address:** 15035 Valerio St, Van Nuys, CA 91405
- **Phone:** (818) 785-2195
- **Grades Served:** TK-5
- **Principal:** Anait Vardoumain
- **Community of Schools:** Panorama City
- **Distance from proposed Kester Ave Location (mi):** 0.88

Valerio Street Elementary School is located in Van Nuys and serves students from Transitional Kindergarten through fifth grade. The school provides a comprehensive academic curriculum along with various enrichment programs such as multilingual and multicultural programs designed to enhance student learning.
Source: https://explore.lausd.org/school/1738401/Valerio-Street-Elementary

29. Van Nuys Elementary School

- **Address:** 6464 Sylmar Ave, Van Nuys, CA 91401
- **Phone:** (818) 785-2195
- **Grades Served:** TK-5
- **Principal:** Sonia Mendoza
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 0.72

Van Nuys Elementary School is located in Van Nuys and serves students from Transitional Kindergarten through fifth grade. The school offers a comprehensive academic program complemented by various enrichment activities such as afterschool programs like LA's Best and Youth Services.
Source: https://explore.lausd.org/school/1743801/Van-Nuys-Elementary

30. Louis Armstrong Middle School

- **Address:** 5041 Sunnyslope Ave, Sherman Oaks, CA 91423
- **Phone:** (818) 528-1600
- **Grades Served:** 6-8
- **Principal:** Felicia Drew
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 0.72

Louis Armstrong Middle School is located in Sherman Oaks and serves students from sixth through eighth grade. The school offers a robust academic curriculum along with various extracurricular activities designed to support student development. Louis Armstrong Middle School is recognized by the District for their work in Diversity, Equity, and Inclusion (DEI).

Source: https://explore.lausd.org/school/1823801/Louis-Armstrong-Middle-School

31. Robert Fulton College Preparatory School

- **Address:** 7477 Kester Ave, Van Nuys, CA 91405
- **Phone:** (818) 947-2100
- **Grades Served:** 6-12
- **Principal:** Franklin Montiel
- **Community of Schools:** Panorama City
- **Distance from proposed Kester Ave Location (mi):** 0.97

Robert Fulton College Preparatory School is located in Van Nuys and serves students from sixth through twelfth grade. The school provides a college preparatory curriculum designed to prepare students for higher education, along with a variety of extracurricular activities like Air Force JROTC program for middle and high school students.
Source: https://explore.lausd.org/school/1814201/Robert-Fulton-College-Preparatory-School

32. James Madison Middle School

- **Address:** 13000 Hart St, North Hollywood, CA 91605
- **Phone:** (818) 255-5200
- **Grades Served:** 6-8
- **Principal:** Kelly Welsh
- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 2.35

James Madison Middle School is located in North Hollywood and serves students from sixth through eighth grade. The school offers a comprehensive academic curriculum along with a Digital Media School for Advanced Studies (SAS) along with extracurricular opportunities to support student learning and development.
Source: https://explore.lausd.org/school/1823001/James-Madison-Middle-School

33. William Mulholland Middle School

- **Address:** 17120 Vanowen St, Lake Balboa, CA 91406
- **Phone:** (818) 609-2500
- **Grades Served:** 6-8
- **Principal:** Raquel Segal
- **Community of Schools:** Reseda
- **Distance from proposed Kester Ave Location (mi):** 0.91

William Mulholland Middle School is located in Lake Balboa and serves students from sixth through eighth grade. The school provides a comprehensive academic program through small learning communities: Robotics Magnet, Police Academy Magnet, School for Advanced Studies, to support student growth and achievement.
Source: https://explore.lausd.org/school/1825901/William-Mulholland-Middle-School

34. Van Nuys Middle School

- **Address:** 5435 Vesper Ave, Van Nuys, CA 91411
- **Phone:** (818) 267-5900
- **Grades Served:** 6-8
- **Principal:** Cristina Serrano

- **Community of Schools:** Van Nuys/Valley Glen
- **Distance from proposed Kester Ave Location (mi):** 1.65

Van Nuys Middle School is located in Van Nuys and serves students from sixth through eighth grade. The school offers a robust academic curriculum along with a variety of extracurricular activities and a student:teacher ratio of 25:1 or less. The school also has a magnet school on campus.
Source: https://explore.lausd.org/school/1843401/Van-Nuys-Middle-School

35. Vista Middle School

- **Address:** 15040 Roscoe Blvd, Panorama City, CA 91402
- **Phone:** (818) 901-2727
- **Grades Served:** 6-8
- **Principal:** Erin Cuenca
- **Community of Schools:** Panorama City
- **Distance from proposed Kester Ave Location (mi):** 1.88

Vista Middle School is located in Panorama City and serves students from sixth through eighth grade. The school offers a rigorous academic program along with various electives to support comprehensive student achievement and personal growth. Vista Middle School also incorporates many extracurricular programs.
Source: https://explore.lausd.org/school/1811701/Vista-Middle-School

36. Ararat Charter Schools

- **Address:** 6555 Sylmar Ave, Van Nuys, CA 91401 (Campus 1)
- **Address:** 13400 Erwin St, Van Nuys, CA 91401 (Campus 2)
- **Phone:** (818) 994-2904
- **Grades Served:** TK-5
- **Executive Director:** Dr. Silva Karayan
- **Distance from proposed Kester Ave Location (mi):** Campus 1 - 0.67; Campus 2 - 0.78

Ararat Charter School is located in Van Nuys and serves students from Transitional Kindergarten through fifth grade across two campuses. The school provides a rigorous academic program that emphasizes both academic excellence and character development. Ararat Charter School also offers a variety of enrichment programs and works closely with families and the local community to foster a supportive and culturally inclusive educational environment.
Source: https://araratcharterschool.com/

37. Hesby Oaks Leadership Charter

- **Address:** 15530 Hesby St, Encino, CA 91436
- **Phone:** (818) 528-7000
- **Grades Served:** K-8
- **Principal:** Movses Tarakhchyan
- **Community of Schools:** Reseda
- **Distance from proposed Kester Ave Location (mi):** 2.29

Hesby Oaks Leadership Charter is located in Encino and serves students from Kindergarten through eighth grade. The school focuses on leadership development alongside a rigorous academic curriculum, offering a variety of enrichment programs to support student growth.

Source: https://explore.lausd.org/school/1452101/Hesby-Oaks-Leadership-Charter

38. Ivy Bound Academy Charter School

- **Address:** 15355 Morrison St, Sherman Oaks, CA 91403
- **Phone:** (818) 789-9010
- **Grades Served:** TK-8
- **Executive Director:** Gila Istahi
- **Distance from proposed Kester Ave Location (mi):** 2.23

Ivy Bound Academy Charter School is located in Sherman Oaks and serves students from Transitional Kindergarten through eighth grade. The school provides an academic program designed to prepare students for future educational success. Ivy Bound Academy emphasizes a strong foundation in core subjects while offering a variety of enrichment activities.
Source: https://ivyboundacademy.org/

39. Valor Academy Middle School

- **Address:** 9034 Burnet Ave. North Hills, CA 91343
- **Phone:** (818) 830-1700
- **Grades Served:** 6-8
- **Principal:** Brian Perry
- **Community of Schools:** Sun Valley
- **Distance from proposed Kester Ave Location (mi):** 2.97

Valor Academy Middle School is located in Sun Valley and serves students from sixth through eighth grade. VAMS is a part of Brightstar Schools, a charter management organization based in Los Angeles.
Source: https://www.cde.ca.gov/SchoolDirectory/details?cdscode=19647330120022

40. Valor Academy Elementary School

- **Address:** 8755 Woodman Ave, Arleta, CA 91331
- **Phone:** (818) 892-8688
- **Grades Served:** TK-4
- **Principal:** Raime Shyne
- **Distance from proposed Kester Ave Location (mi):** 2.82

Valor Academy Elementary School is located in Arleta and serves students from Transitional Kindergarten through fourth grade. The school provides a strong foundation in core academics, emphasizing literacy, math, and social-emotional learning. VAES is a part of Brightstar Schools, a charter management organization based in Los Angeles.

Source: https://brightstarschools.org/VAES

All documents referenced in Section 1 are included in the corresponding Dropbox folder for Section and listed here. Information sourced from publicly available websites includes citations within the narrative above.

EVIDENCE TABLE
(Add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence

1.1	Prop 39 Alternative Agreement for 2024-25	1.1 Prop 39 Alt Agreement for 2024-25	Prop 39 Alternative Agreement between LAUSD to Ingenium for 2024-25 school year.
1.2	PSA	1.2 PSA	Purchase and Sale Agreement for Kester Ave Location.
1.3	Certificate of Occupancy for Kester Ave	1.3 COO for Kester Ave	Certificate of Occupancy for Kester Ave Location

SECTION 2a: FACILITIES PLAN – ADDITIONAL SITES AND MOVES	
Complete this SECTION 2a: FACILITIES PLAN – ADDITIONAL SITES AND MOVES for requests that include Expansion to one or more additional sites outside the community Change in location/address outside the community (move) Proceed to SECTION 2b: FACILITIES PLAN – ADDITIONAL GRADES for requests to serve additional grade level(s)	
Anticipated Timeline to Operate (i.e., provide public education to students) on the Proposed Additional Site or New Location	ICS+ICMS will begin operations at the new Kester Ave Location at the start of the 2025-26 school year.
Proposed Location (street address, city, and zip code)	6725 Kester Ave, Van Nuys CA 91405
LAUSD Community of Schools of the Proposed Location	Van Nuys/Valley Glen
LAUSD Board District of the Proposed Location	LAUSD Board District 3
LAUSD Region of the Proposed Location	North

NARRATIVE

a. In the space below, briefly describe the facilities plan for the proposed additional site or new site (for a move) including, but not limited to, the steps the charter school has taken to research and/or secure facilities within the proposed community, and how the facilities plan serves the interests of the entire community.

2a New Site Details

ICS+ICMS are seeking District approval for Material Revisions to our two LAUSD-authorized charter petitions so that we may relocate both charter schools to a permanent facility at the Kester Ave Location. This Location is situated 6.5 and 8.8 miles, respectively, from ICS and ICSM's current Prop 39 co-locations. This move is driven by the need for a more suitable and permanent educational environment for our students, families, teachers and staff. Our current co-located facilities do not provide sufficient and appropriate space for all of our schools' needs, as illustrated in Section 1, above. The condition of the Kester Ave Location's three-story, 27,000 square foot school facility already is a significant improvement from the conditions at our co-locations, and with Ingenium's planned minor renovations, the facility and outdoor space will be customized to meet our specific needs. The Kester Ave Location also will allow ICS and ICSM to grow fully within hindrances from Prop 39 negotiations and limitations, providing even more stability and a strong sense of community for our entire TK-8 school community, and helping to both save expense and grow enrollment to boost our fiscal bottom line.

Research and Securing Facilities
In preparation for this relocation, Ingenium has undertaken a thorough and systematic approach to identify and secure the best possible facility and location for our schools. This process included:

1. Site Evaluation: Multiple potential sites were assessed with the help of real estate professionals to ensure they meet the necessary educational and safety standards. The Kester Ave Location was chosen for its ideal location in a densely populated area where the existing “neighborhood” schools are struggling, a plethora of both indoor and outdoor space, and ability to support ICS and ICMS’ academic and extracurricular programs.

2. Community Engagement: We conducted meetings with key stakeholders in the community, including parents, community members, and local businesses, to ensure the Kester Ave Location would serve the community's needs and support *the Ingenium mission to prepare our students to be the best learners, leaders, and collaborators by empowering them with the capacity and tools to continually improve themselves and the world around them*.

3. Feasibility Studies: Detailed feasibility studies were performed by Education Facilities Group to evaluate the financial viability, logistical considerations, and operational impact of the proposed move. These studies confirmed that the Kester Ave Location would effectively meet both ICS and ICMS’ requirements and support future growth.

Serving the Community

The Kester Ave Location is designed to benefit the entire Van Nuys/Valley Glen community by providing a modern, safe, and accessible educational facility. Key features of the new site include:

- Sufficient Space, Growth Possibility: With an existing three-story building and Certificate of Occupancy for 1,340 people, even at full enrollment of 844 students at ICS+ICMS, we will have ample space for all students, staff and stakeholders (and will certainly sufficient in 2025/26 for more than 500 students and our teachers and staff). Enrichment classes, P.E., pull-out services, IEP meetings, EL pull-out direct instruction, and meetings between teachers, staff and families all will take place seamlessly at the new facility. Dedicated and sufficient office space will help our faculty and staff immensely and lead to greater staff satisfaction, as will a dedicated, quiet space for our hard-working teachers and staff to take a break. School events and, once we are settled, events open to the local community, all will be planned and executed efficiently. The Kester Ave Location will allow for growth in enrollment and as such will enhance the community and foster growth beyond the physical limitations currently posed by the co-locations.

- Modern Classrooms: Equipped with advanced technology, appropriate labs and more to enhance teaching and learning experiences in our personalized model of instruction, supporting a diverse and inclusive educational environment. Teachers will more readily be able to access the tools they need to personalize students’ instruction, collaborate and hold meetings with parents. The condition of the classrooms already exceeds what we have at our co-locations

- Safety and Accessibility: The Kester Ave Location already is compliant with all safety regulations and ADA requirements, including an elevator, ensuring it is accessible to all students and staff. All classrooms will be designated and equipped in accordance with the California Building Standards Code, including requirements applicable to our youngest students.

- Community Spaces: Designated areas will be available for community events, parent meetings, and after-school programs to help foster stronger community relationships and provide additional resources for students and families.

This strategic move underscores Ingenium's commitment to continual improvement and community engagement. By relocating to the Kester Ave Location, ICS+ICMS will be better positioned to deliver high-quality education and support to their students, contributing positively to Van Nuys and surrounding communities.

ICS+ICMS' proposed move to a private facility will serve the interests of the entire community in various ways. First and foremost, it will alleviate Prop 39 pressure on the District by moving approximately 500 students from two Prop 39 co-locations to a private facility. In February of this year, the LAUSD Board narrowly took aggressive and unprecedented action to force charter schools out of co-locations and prohibit co-locations on hundreds of District sites, including redefining classroom spaces and blocking natural feeder patterns.

Second, ICS+ICMS will be investing approximately $3.4M in revitalizing a currently vacant and boarded-up property situated in this densely populated community. The intersection where the new facility is located has a few dilapidated and abandoned buildings – we hope to spark meaningful change at this intersection and for this community. This revitalization endeavor promises an array of advantages for the local residents, ranging from improved infrastructure to enhanced amenities and increased overall livability. Beyond the potential for property value appreciation, this investment contributes to a safer and more vibrant community, while elevating the overall quality of life in the area.

Third, ICS+ICMS draws enrollment from a broad swath of the San Fernando Valley ("SFV"). As noted above, our current enrollment represents 40 different "resident" LAUSD schools across the SFV. With students coming to ICS+ICM from a large variety of District "resident" schools, no single LAUSD school will see any measurable impact on their school community as a result of ICS+ICMS move to Van Nuys.

b. Provide a specific description, with supporting documentation, of each identified District school site or private site's ability to accommodate the charter school's enrollment projection.

2b Accommodation of Current Enrollment

As described above, the new Kester Ave Location has a 1,340-person capacity: more than sufficient to accommodate both ICS and ICMS, even at capacity enrollment for both schools of 844 students and associated staff. The Kester Ave Location is permitted for use as a school with allowed use as Commercial zoning CR-1, and has served as a private trade school in the past. The private site is improved with a three-story school building that includes classrooms, labs, offices, restrooms and a multipurpose room, with approximately 27,00 square feet of space on 2.6 acres of land. The site layout and capacity ensure that the facility will comfortably accommodate all students (enrollment capacity 884), staff (60-65 faculty members), and additional community members during events. The site's large acreage also

allows for future additional development of outdoor play/sports facilities or other needs on the campus.

All documents referenced in Section 2 are listed below and included in the corresponding Dropbox folder for Section 2, so they are not shown as links here.

EVIDENCE TABLE

Citation	File Name	Link (optional)	Description of Evidence
2a.1	Kester Ave. Floor Plans	2a.1 Kester Floor Plans	Existing floor plans for the Kester Ave private site
2a.2	2024-25 Prop 39 Request	2a.2 Prop 39 Requests	ICS+ICMS's 2024-25 Prop 39 request, including table of students' resident schools
2a.3	Tenant Improvement Budget	2a.3 Tenant Improvement Budget	Itemized tenant improvement budget
2a.4	Schedule	2a.4 Schedule	Project Milestone Schedule
2a.5	Change of Use from Office Building to Educational Facility	2a.5 COU from Office Building to Ed Facility	Change of Use from Office Building to Professional Educational Facility
2a.6	Certificate of Occupancy	2a.6 Certificate of Occupancy	Current Certificate of Occupancy
2a.7	Exterior Pictures	2a.7 Exterior Pictures	Pictures of the Exterior of the Building and Site
2a.8	Interior Pictures	2a.8 Interior Pictures	Pictures of the Interior of the Building
2a.9	LA Municipal Code, Planning	2a.9 LA Municipal Code Planning	LA Municipal Planning Code showing that Educational Use is allowed in the CR Zone
2a.10	Parcel Profile Report	2a.10 Parcel Profile Report	Parcel Information form LA City Planning

PRIVATE SITES	
Is the charter school planning to utilize a private site (i.e., non-District site) for the proposed additional site or new site (for a move)?	☒ Yes ☐ No

If the charter school checked "Yes," please proceed to the next question in this section. If the charter school checked "No," please skip to the "DISTRICT SCHOOL SITE (Prop. 39)" table below.	
Has the charter school identified (e.g., has a current site, researched a site, leased a site, etc.) any specific potential private sites within the target community?	☒ Yes ☐ No
If the charter school checked "Yes," please complete the remainder of the table below for each potential private site. If the charter school checked "No," please skip to the "DISTRICT SCHOOL SITE (Prop. 39)" table below. If the charter school has identified more than two potential private sites, **please copy and re-number the table below, as needed, for each additional site.**	
Potential Private Site #1	
In the space below, please describe the specific steps the charter school has taken/is taking to research and secure this site. Please ensure the response includes the anticipated timeline to operate (i.e., provide public education to students) on the proposed site.	
A Purchase and Sale Agreement for the Kester Ave Location property has been executed and a fully refundable deposit has been sent to the seller, thereby opening escrow on the transaction. The opening of escrow commences the 120-day due-diligence period, during which Ingenium will be seeking approval of these Material Revisions from LAUSD. This process will take place in parallel to the Kester facility's facilities improvement redesign, financing procurement, and commencing approval coordination with the appropriate permitting entities (notably LA Department of Building and Safety ("LADBS")). The facility improvement plans are to be completed and submitted to the City of Los Angeles for review. The LADBS is anticipated to review the minor facilities improvement plans in Fall 2024 and issue a construction permit by January/February 2025. This timeline allows for any necessary revisions and ensures that the construction phase can begin promptly in January/February 2025. Once the construction permit is issued, the renovation and construction work is expected to take approximately five months. This timeline is based on project plans and estimates for plan review of minor facilities improvements, ensuring that the facility will be ready for occupancy in a timely manner by the beginning of the 25-26 school year. The planned move-in date for the new site is July 2025, allowing for any final preparations and setup before the new school year begins. Students will begin occupying the site in August 2025, aligning with the start of the 2025-26 academic year.	

In the space below, please include a specific description, with supporting documentation, of this identified site's ability to accommodate the charter school's enrollment projection in its first year of operation at the proposed site and each subsequent year for the term of the charter, at this proposed site. Please also describe the extent to which the site is approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in Section "I" (Facilities) of the *LAUSD Policy and Procedures for Charter Schools*.

Accommodation of Current Enrollment at Kester Ave Location

Site Capacity and Enrollment

1. The Kester Ave Location property features a three-story educational building with approximately 27,00 square feet of space on 2.6 acres of land. ICS+ICMS are authorized for an enrollment capacity of 844 students, which would require approximately 60-65 faculty and staff members. As the building can hold 1,340 people, the site far exceeds our needs in Year 1 and for each subsequent year of the respective ICS and ICMS charter terms.

Facility's Historical and Current Use

2. The Kester Ave Location site was originally designed as an office building and has since been utilized as an educational facility, making it well-suited for our needs. The building has a long history of functioning as a school, including previous use by a career college. The city of Los Angeles officially changed its use from Office Building to Educational use in 2010. The site will be utilized primarily in its current configuration, with minor improvements to meet the specific needs of Ingenium and to comply with modern standards and codes.

As noted, the site is improved with a three-story school building that includes classrooms, labs, offices, restrooms and a multipurpose room in 27,000 square feet.

I**n 2009-2010 the City of Los Angeles approved the change of use of the building from an office building to a professional school facility, per permit #08016-10000-17081. The valid Certificate of Occupancy allows for use of the facility as a professional school.** Ingenium will change the use from a professional school facility to an educational institution for use by students in Grades TK-8 resulting in E-1 Occupancy. This process will be completed when the planned minor improvements are finalized and LADBS issues an E-1 Certificate of Occupancy.

The underlying zoning of the site is (Q)CR-1VL. Per the City of Los Angeles Municipal Code, Planning and Zoning, SEC. 12.12.2. "CR" LIMITED COMMERCIAL ZONE, (A)(1)(5), "5. School, elementary or high, or educational institution" are permitted within an enclosed building in the CR zone. **This allows a charter school to utilize the facility by right without the need for planning department approval.**

The Van Nuys-North Sherman Oaks Community Plan, as adopted by the Los Angeles City Council, lists properly sited public schools within its boundaries as one of its key goals (GOALS 6 & 7) and as part of its policy objectives (Objectives 6.1, 7.1, 7.2). Specifically:

Goal 6: "APPROPRIATE LOCATIONS AND ADEQUATE FACILITIES FOR SCHOOLS TO SERVE THE NEEDS OF EXISTING AND FUTURE POPULATIONS."

Objective 6.1: “To cite schools in locations complementary to existing land uses and in locations which will enhance community identity.”

Goal 7: “PUBLIC SCHOOLS THAT PROVIDE A QUALITY EDUCATION FOR ALL OF THE CITY’S CHILDREN, INCLUDING THOSE WITH SPECIAL NEEDS, AND ADEQUATE SCHOOL FACILITIES TO SERVE EVERY NEIGHBORHOOD IN THE CITY”

Objective: ‘Work constructively (with LAUSD) to promote the siting and construction of adequate school facilities phased with growth.’

The Kester Ave Location offers ample space to accommodate both ICS and ICSM, including at full enrollment of 844 students. The classrooms, labs, offices and outdoor spaces will comfortably accommodate students, faculty, staff. The facility will provide space for parents, stakeholders and community members to utilize during school and community events.

Refer to the current Certificate of Occupancy (COO), or equivalent document issued by the applicable jurisdictional authority, for the private site to provide the information requested in the rows below. Please ensure that a copy of the COO (or equivalent) is included in the Section 2a Evidence folder and listed in the Section 2a Evidence Table above.

Address: 6725 Kester Avenue, Van Nuys CA 91405

Maximum Occupancy: 1,340

Approved Use(s): School Building

Issuing Authority (e.g., “City of Los Angeles”): City of Los Angeles

Does the site require* any construction-related activities or other facilities improvements to prepare the site for use as described in the petition (including, but not limited to, the site’s ability to accommodate the school’s enrollment roll out plan)? *Please refer to “Charter Schools Facilities Requirements” on p. 71 of the *LAUSD Policy and Procedures for Charter Schools* for applicable requirements.	☒ Yes ☐ No

If any construction-related activities or other facilities improvements to the site are necessary to comply with applicable law, please provide a brief description (e.g., scope, itemized construction-related activities, and estimated cost) of these construction-related activities or other facilities improvements in the space below.

Construction-Related Activities and Facilities Improvements for 6725 Kester Ave, Van Nuys

Scope of Work

The proposed improvements to the Kester Ave Location aim to bring the building up to current standards and comply with applicable laws, focusing on ADA compliance, fire life safety, Title 24 energy requirements, and other city regulations. The improvements will ensure a safe, modern, and conducive learning environment for ICS+ICMS.

Specific Construction-Related Activities

I. Classrooms:
- Improvement and Renovation: Improve the existing floor plan to deliver 21 dedicated classrooms, meeting educational standards for grades TK-8, including applicable requirements for TK and K classrooms.
- Preparation: Renovate classrooms to ensure they meet the needs of students and teachers, including new finishes and fixtures.

II. Multipurpose Room (MPR):
- Renovation: Update the existing MPR space for versatile use, including physical education, assemblies, and additional classroom space.
- Additional Classrooms: Install a movable partition wall in the MPR to create up to two additional classrooms as flex-space if needed.
- Equipment and Storage: Ensure the MPR is equipped with necessary equipment and storage solutions.

III. Offices:
- Renovation: Prepare public and private offices for administrative and faculty use, including necessary infrastructure for systems such as fire alarms, instructional technology, and security cameras.

IV. Restrooms and Plumbing:
- Renovation and Construction: Renovate existing restrooms and construct new restrooms to accommodate the student and faculty count, as well as applicable requirements related to specific grade levels.

- Compliance: Ensure all restrooms comply with ADA standards and are equipped with necessary accessories.
- Water Fountains: Install water fountains throughout the facility.

V. HVAC System:
- Inspection and Upgrades: Inspect the existing HVAC system and make necessary changes, replacements, or upgrades.
- Rezoning: Rezone the HVAC system to accommodate new room configurations for efficient climate control.

VI. Lighting:
- Installation: Install new, energy-efficient lighting throughout the facility, ensuring proper lighting in classrooms, offices, restrooms, MPR, and common areas.

VII. Ceiling:
- Installation: Install new T-bar ceiling systems in all renovated areas, integrating with lighting, HVAC, and other ceiling-mounted systems.

VIII. General Finishes:
- Painting: Apply fresh paint to all interior walls for a clean and inviting environment.
- Flooring: Install new flooring as needed, selecting materials appropriate for each use.
- Bathroom Accessories: Install new bathroom accessories, including mirrors, soap dispensers,

and hand dryers.

IX. Fire Life Safety:
- Alarm System: Upgrade the fire alarm system to comply with local fire safety codes.
- Fire Sprinklers: Install fire sprinkler systems throughout the facility.
- Signage: Install requisite signage, including exit signs and emergency lights with battery backup.

X. Accessibility:
- Compliance: Ensure all elevators, stairways, and exits are ADA compliant.
- Modifications: Conduct thorough inspections and make necessary modifications, including installing thresholds, handrails, and appropriate signage.

XI. Exterior Improvements:
- Landscaping: Allocate allowances for landscaping improvements, including planting, irrigation, and maintenance.
- Fencing: Provide new or upgraded fencing around the property.
- Asphalt Repair: Allocate allowances for asphalt repair in parking lots and other paved areas.
- Canopy: Install a removable canopy to provide shelter for students and staff.
- Signage: Install school signage.
- Play Equipment: Install age-appropriate play equipment.

Estimated Cost and Financing

The projected cost of these facilities improvements is estimated at approximately $3.4 million. Ingenium is pursuing multiple financing options for this project, including but not limited to New Market Tax Credits, capital campaigns and school funds, bank financing, non-profit bank financing, and tax-exempt bonds. Ingenium has a team of experienced consultants leading the financing component of the project to ensure timely and maximally beneficial financing terms are secured.

All work will be performed according to the current applicable codes through LADBS. This comprehensive improvement plan ensures the facility meets all regulatory requirements and provides a safe, modern, and supportive learning environment for our students.

Please provide the requested information in the rows below, consistent with the description above.

Projected maximum occupancy of the site as the result of the above-described planned construction-related activities or other facilities improvements:

The Kester Ave Location will be authorized to house a maximum of 1,340 individuals based on the building code. This capacity comfortably accommodates our current enrollment of approximately 500 students along with faculty, staff, and community members during school events.

Projected Cost:
The total projected cost for the planned construction-related activities and facilities improvements is estimated at approximately $3,400,000. This cost will cover all renovations and

upgrades required to meet current standards and compliance requirements, and meet the needs of ICS, ICMS and their students, staff and families.
Projected Schedule (start date / completion date): Start Date / Completion Date: January 2025 / July 2025
Potential Private Site #2
In the space below, please describe the specific steps the charter school has taken/is taking to research and secure this site. Please ensure the response includes the anticipated timeline to operate (i.e., provide public education to students) on the proposed site.
In the space below, please include a specific description, with supporting documentation, of this identified site's ability to accommodate the charter school's enrollment in its first year of operation and each subsequent year for the term of the charter, at this proposed site. Please also describe the extent to which the site is approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in Section "I" (Facilities) of the *LAUSD Policy and Procedures for Charter Schools*.
Refer to the current Certificate of Occupancy (COO), or equivalent document issued by the applicable jurisdictional authority, for the private site to provide the information requested in the rows below. Please ensure that a copy of the COO (or equivalent) is included in the Section 2a Evidence folder and listed in the Section 2a Evidence Table above.
Address: Click or tap here to enter text.
Maximum Occupancy: Click or tap here to enter text.
Approved Use(s): Click or tap here to enter text.
Issuing Authority (e.g., "City of Los Angeles"): Click or tap here to enter text.

Does the site require* any construction-related activities or other facilities improvements to prepare the site for use as described in the petition (including, but not limited to, the site's ability to accommodate the school's enrollment roll out plan)? *Please refer to "Charter Schools Facilities Requirements" on p. 71 of the *LAUSD Policy and Procedures for Charter Schools* for applicable requirements.	☐ Yes ☐ No

If any construction-related activities or other facilities improvements to the site are necessary to comply with applicable law, please provide a brief description (e.g., scope, itemized construction-related activities, and estimated cost) of these construction-related activities or other facilities improvements in the space below.
Please provide the requested information in the rows below, consistent with the description above.
Projected maximum occupancy of the site as the result of the above-described planned construction-related activities or other facilities improvements: Click or tap here to enter text.
Projected Cost: Click or tap here to enter text.
Projected Schedule (start date / completion date): Click or tap here to enter text.

DISTRICT SCHOOL SITE (Prop. 39)	
Does the charter school intend to submit a request for use of District facilities pursuant to Education Code § 47614 (Prop. 39) for this proposed additional site or change of location (for a move)? Per the *LAUSD Policy and Procedures for Charter Schools*, a petitioner's stated intention to use District facilities pursuant to Proposition 39, by itself, will not be deemed against the entire community's interest, but the petitioner shall include, in its facilities plan, detailed information and analysis regarding the specific District school site(s) where the petitioner wishes to locate. Facts related to District facilities (e.g., sale of property, increases in enrollment, etc.) are subject to change. Proposition 39 facilities are determined on an annual basis through a separate annual process, pursuant to applicable law and regulation. As such, petitioners should not make assertions that may be inconsistent with that regulatory process and requirements.	☐ Yes ☒ No
NOTE: Completion and submission of this section *does not* constitute a facilities request under California Education Code § 47614 and its implementing regulations.	

SECTION 2b: FACILITIES PLAN – ADDITIONAL GRADES	
COMPLETE THIS SECTION FOR REQUESTS TO SERVE ADDITIONAL GRADE LEVEL(S) ON CURRENT SITE, OR PROPOSED ADDITIONAL SITE WITHIN THE COMMUNITY, OR PROPOSED CHANGE IN LOCATION (MOVE) WITHIN THE COMMUNITY	
Indicate where the proposed additional grade level(s) will be served by the charter school: ☐ Charter School's Current Site ☐ Proposed Additional Site Within the Community ☐ Proposed School Change in Location (Move) Within the Community **Note:** If the proposed additional grade level(s) will be served on an additional site outside of the community or through a school change in location (move) outside of the community, ensure to complete **Facilities Section 2a Additional Sites and Moves** above.	
In the space below, briefly describe the facilities plan to serve the proposed additional grade level(s) and the charter school's enrollment projection including, but not limited to, how the facilities plan serves the interests of the entire community. Describe where the proposed additional grade level(s) will be served.	
Please note: Our Material Revision does not involve the addition of new grade levels to the current site, nor does it propose to add additional grades at an additional site within the community, or as part of a proposed school change in location within the community. Therefore, this section is not applicable to our current request. We are focusing on other aspects of the Material Revision related to the relocation and optimization of existing grade levels to better serve our students and the community.	
In the space below, please include a specific description, with supporting documentation, of this identified site's ability to accommodate the charter school's enrollment projection, inclusive of the proposed additional grade level(s) for the term of the charter. Also, describe the extent to which the site is approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in Section "I" (Facilities) of the *LAUSD Policy and Procedures for Charter Schools*.	
Current School Address(es)	
Address(es) Where Proposed Additional Grades Levels Will Be Served	
Will the Proposed Additional Grade(s) be Served at Private Site(s)?	☐ Yes ☐ No If No, please explain:

For the site identified to serve the proposed additional grade level(s), refer to the current Certificate of Occupancy (COO), or equivalent document issued by the applicable jurisdictional authority, for the site to provide the information requested in the rows below. Please ensure that a copy of the COO (or equivalent) is included in the Section 2b Evidence folder and listed in the Section 2b Evidence Table below.	
Address: Click or tap here to enter text.	
Maximum Occupancy: Click or tap here to enter text.	
Approved Use(s): Click or tap here to enter text.	
Issuing Authority (e.g., "City of Los Angeles"): Click or tap here to enter text.	
Does the site require* any construction-related activities or other facilities improvements to prepare the site to accommodate the school's enrollment roll out plan inclusive of the proposed additional grade level(s)? *Please refer to "Charter Schools Facilities Requirements" on p. 71 of the *LAUSD Policy and Procedures for Charter Schools* for applicable requirements.	☐ Yes ☐ No
If any construction-related activities or other facilities improvements to the site are necessary to comply with applicable law, please provide a brief description (e.g., scope, itemized construction-related activities, and estimated cost) of these construction-related activities or other facilities improvements in the space below.	
Please provide the requested information in the rows below, consistent with the description above.	
Projected maximum occupancy of the site as the result of the above-described planned construction-related activities or other facilities improvements: Click or tap here to enter text.	
Projected Cost: Click or tap here to enter text.	
Projected Schedule (start date / completion date): Click or tap here to enter text.	

EVIDENCE TABLE

Citation	File Name	Link (optional)	Description of Evidence
2b.1			
2b.2			
2b.3			

2b.4			
2b.5			
2b.6			
2b.7			
2b.8			
2b.9			
2b.10			

SECTION 3:
EVIDENCE of COMMUNITY ENGAGEMENT

NARRATIVE

a. In the space below, describe and provide documented evidence of transparent, inclusive, and active community engagement activities and outreach specific to the proposed action (i.e., addition of a site, move, or expansion of grade level(s) served) within the target community (i.e., the community, as defined in the *LAUSD Policy and Procedures for Charter Schools*, that the charter school proposes to serve) in which the proposed additional site or new site (for a move) seeks to locate or the proposed expansion of additional grade level(s) served will occur, including, but not limited to, engagement with the following stakeholder groups:

- □ Parents in the community
- □ Existing public schools (as indicated on the list of Schools within the Community provided by the CSD)
- □ Neighborhood councils
- □ Community-based organizations
- □ Elected representatives
- □ LAUSD Region(s) and Community of Schools leadership
- □ LAUSD Board of Education members

3a Community Engagement
ICS, operating successfully for 14 years, and ICMS for 11 years, together enrolling approximately 500 students, represent 40 different “resident” LAUSD schools across the SFV. Both schools are well-recognized within the broader SFV community.

In compliance with District directives, we promptly informed our parent community and the surrounding community about the school's new location through surveys, flyers, and

personalized conversations to solicit feedback and address concerns. With the collaboration of our dedicated staff, volunteers, and recruiters, we received 129 responses from enrolled families, with 77.5% indicating positive agreement or interest in the new building possibility. Additionally, we received 159 responses from parents, residents, businesses, and community stakeholders in Van Nuys and adjacent areas, with 86.2% expressing interest.

Looking ahead, we plan to organize additional in-person parent and community events and expand our outreach and marketing efforts once LAUSD grants approval for the relocation. Ingenium also sent communication with Van Nuys Neighborhood Council members and key stakeholders, including Council District 6 representative Imelda Padilla, through email communications. Additionally, informational letters were dispatched via regular mail to school principals and organizations in Van Nuys and surrounding regions to apprise them of the relocation plan.

In addition to the above, Ingenium also did the following:

Stakeholder Outreach:

Parents in the Community: Ingenium is committed to regular outreach to current and prospective families. Ingenium's Director of Recruitment and Development spearheads Ingenium's community outreach efforts, focusing on underserved students in the area around each of our campuses, including English Learners and students with disabilities. As illustrated below, ICS+ICMS are moving to a community where the closest surrounding elementary and middle schools are all struggling. We will target our outreach on families who reside within the boundaries of schools that are struggling to achieve success for their students.

For the purpose of this community impact assessment and our planned move, the school conducted two bilingual surveys to current families enrolled at Ingenium.

Specific Actions Taken to Inform Parents:

- Bilingual Social Media Post notifying parents in the community about the planned relocation. The post included contact information for connecting with us, inviting parents, and community members to submit questions, feedback, comments, or concerns through an online survey.
- Bilingual flyers detailing Ingenium's relocation plan were distributed to businesses, laundromats, churches, and high-traffic areas. Additionally, the information was posted on the school website.

Existing Public Schools: Ms. Gonzalez, our Director of Recruitment and Development, sent letters to each of the public schools serving grades TK-8 that we identified as being 'within the Community of Schools' and a three-mile radius from the Kester Ave site. This communication informed them of our plan to relocate from our current Prop 39 co-locations to the Kester Ave Location starting with the 2025-26 school year.

Local District Leadership: In addition to outreach to existing public schools, Ms. Gonzalez also emailed a similar communication to David Baca, Superintendent for Local District Northwest.

Community of School Leadership: In addition, Ms. Gonzalez also emailed a similar communication to Vicky Damonte, Administrator for the Van Nuys/Valley Glen Community of Schools.

Elected Officials: Ingenium also conducted significant outreach to inform several local elected officials about the relocation plan and to gather feedback, questions, or concerns.

Specific Action Taken to Inform Elected Officials:

- Ms. Gonzalez sent an email to Imelda Padilla, Councilmember of Los Angeles City Council District 6, notifying her of the plan to relocate from our current Prop 39 co-locations to the Kester Avenue Location starting with the 2025-26 school year.
- Ms. Gonzalez sent an email to Kathy Schreiner, Board President of the Van Nuys Neighborhood Council, notifying her of the same plan.
- Ms. Gonzalez sent an email to Kelly Gonez, Board Member of the LAUSD Board of Education and representing Board District 6, notifying her of the same plan.
- Ms. Gonzalez sent a similar email to Assemblymember Jesse Gabriel.
- Ms. Gonzalez sent a similar email to State Senator Caroline Menjivar.

Community Based Organizations: Given that our two schools serve TK-8 students, our outreach efforts have focused on local organizations such as the YMCA and Boys & Girls Club in the surrounding area. We also notified stakeholders including local small businesses, parks and recreation facilities that provide services to families. Ingenium distributed physical flyers and information within Van Nuys and surrounding neighborhoods and sent informational letters via regular mail to the following:

- Mid Valley Family YMCA: 6901 Lennox Ave, Van Nuys, CA 91405
- Head Start Preschool: 5944 Woodman Ave, Van Nuys, CA 91401
- CCRC Sherwood: 7224 Woodley Ave, Van Nuys, CA 91406
- CCRC Head Start Sepulveda: 15435 Rayen St, North Hills, CA 91343
- Buonora Child Development Center: 19325 Sherman Way, Reseda, CA 91335
- Van Nuys Civic Child Development: 14350 Sylvan St, Van Nuys, CA 91401
- Church of the Valley Preschool: 6565 Vesper Ave. Van Nuys, CA 91411
- Van Nuys Christian Preschool: 6260 Tyrone Ave, Van Nuys, CA 91401
- Beginnings Learning Center: 6903 Tyrone Ave, Van Nuys, CA 91405
- Apple School Early Childhood Educational Center: 14123 Victory Blvd, Van Nuys, CA 91401
- Montessori House of Children: 6252 Woodman Ave, Van Nuys, CA 91401
- ABC Little Schools: 11728 Moorpark Street Studio City, CA 91604/6447 Woodman Ave, Van Nuys, CA 91401
- The Sherman Oaks Nursery School: 14435 Killion St, Sherman Oaks, CA 91401
- Sherman Oaks Child Care: 14415 Magnolia Blvd. Los Angeles, CA 91423
- Smile Learning Academy: 16930 Sherman Way, Van Nuys, CA 91406
- Harmon Oaks Nursery School: 7028 Balboa Blvd, Lake Balboa, CA 91406
- Happy Preschool Land: 5727 Vanowen St, Van Nuys, CA 91406
- Sunflower Montessori: 15520 Sherman Way. Van Nuys, CA 91406
- Hrashq Pre-School: 7220 Hazeltine Ave. Los Angeles, CA 91405

- The Nurtury Preschool: 14401 Dickens St, Sherman Oaks, CA 91423
- First Steps Family Daycare: 13811 Archwood St, Van Nuys, CA 91405

We will continue to conduct outreach meetings, distribute information and welcome families to visit our school during the 2024-25 school year leading up to our move, and for the years to come.

b. In the space below, describe how various communications media have been used to reach diverse constituencies. Please provide a record of outreach efforts specific to the proposed action and audiences reached (e.g., multilingual notices, materials, meeting agendas, sign-in sheets, survey results, etc.) in the Evidence Table below.

3b Media Used
As outlined in the previous section, information was disseminated via our website, email communications, and through the distribution of physical flyers. All materials were made available in both English and Spanish.

Ingenium employs dedicated and professional staff who handle the translation of all written communications and provide translation services during events and conferences. The following specific bilingual outreach efforts were undertaken as part of this community impact assessment:

A bilingual social media post on our website notified parents in the community about Ingenium's relocation plan. The post included contact information for submitting survey responses with questions or comments.

c. In the space below, please provide a summary of the responses received from stakeholders. In the Evidence Table below, include publicly disclosable information/documentation of stakeholders' responses (to the extent possible) which will be shared with the LAUSD Board.

3c Responses Received
Responses were received from stakeholders:

Based on the community surveys conducted:
Out of 159 responses from parents of children in the community entering grades TK-8, regarding the opening of a TK-8 Ingenium Charter School at Kester Ave Location:

- 86.2% expressed interest in the school.
- 13.8% indicated they were not interested.

Based on the parent survey of currently enrolled families conducted:
Out of 129 responses regarding relocation:

- 77.5% agreed to relocate.
- 18.6% indicated they were not interested in relocating.

Responses to Outreach:

- **Office of Assemblymember Jesse Gabriel:**
  - **Deborah Lopez**
    - "Thanks so much. I'll share this with our team, and best wishes on the move."
  - **Trent-Dorfman, Jack**
    - "Thank you for reaching out and for sharing that you're moving into Van Nuys. I'd be happy to connect to learn more about the process of moving to the Van Nuys location and see how our office can help you get integrated into this community. If a tour or zoom meeting would be of interest, please feel free to reach out to me directly. Looking forward to learning more about Ingenium!"
- **Suzanne Collins, resident of Lemay Street in Van Nuys**
  - Voicemail Message Transcript
    - "Hello, I'm calling about this Ingenium school, which you're planning to build right in my neighborhood. We already have a high school in our neighborhood. My name is Suzanne Collins. I live on Lemay Street in Van Nuys. I am not too happy about this, another school being built right near our neighborhood, which already has a parking problem. So, I'll call back, I'll write 91405, that's my zip code too. I'd like some feedback about why you're building a school so near another school, when this is a residential neighborhood. All right, 323-533-6687."

All documents referenced within Section 3 are listed below and included in the corresponding Dropbox folder for Section 3.

EVIDENCE TABLE
(Add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
3.1	Community Survey	3.1: Van Nu…	Van Nuys Community Survey Google Form
3.1a	Community Survey	3.1a: Van N…	Van Nuys Your Voice Matters (Survey Responses)
3.1b	Community Survey	3.1b: Parent…	Parent Survey: Interest in New School Building Survey Google Form
3.1c	Community Survey	3.1c: New S…	New School Building Interest Parent Survey (Responses)

3.2	Communication Email	3.2: (Email …	(Email Draft) Ingenium Schools Communication Email
3.2a	Communication Email	3.2a: Letter f…	Letter of communication from Superintendent
3.3	Outreach to Existing Public Schools and Organizations	3.3: U.S. Po…	USPS verification of certified mail
3.4	Ingenium Schools Website Posting	3.4: Screens…	Social media posting on Ingenium Website
3.4a	Ingenium Schools Website Posting	3.4a: New S…	Social media posting on Ingenium Website
3.5	Bilingual flyers	3.5: Van Nu…	Distributed to businesses, laundromats, churches, and high-traffic areas
3.5a	Bilingual flyers	3.5a: Van N…	Distributed to businesses, laundromats, churches, and high-traffic areas
3.6	Superintendent for Local District NW Outreach	3.6: (Dr. Dav…	Email outreach to the Superintendent for Local District Northwest
3.7	Van Nuys_Valley Glen CoS Administrator Outreach	3.7: (Vicky D…	Email outreach to Administrator for the Van Nuys/Valley Glen Community of Schools
3.8	City Councilmember Padilla Email Outreach	3.8: (Imelda …	Email outreach to City Councilmember Padilla
3.9	Board President of the Van Nuys Neighborho	3.9: (Kathy …	Email outreach to Board President of the Van Nuys Neighborhood Council Kathy Schreiner

	od Council Kathy Schreiner Email Outreach		
3.10	Board Member Gonez Outreach	3.10: (Kelly …	Emailed outreach to Board Member Gonez
3.11	Assemblymember Jesse Gabriel Outreach	3.11: (Jesse …	Email outreach to Assemblymember Jesse Gabriel Outreach
3.11a	Assemblymember Jesse Gabriel Outreach	3.11a: (Jess…	Email outreach to Assemblymember Jesse Gabriel Outreach
3.12	State Senator Caroline Menjivar Outreach	3.12: (Caroli…	Email outreach to State Senator Caroline Menjivar Outreach
3.13	Office of Assemblymember Jesse Gabriel	3.13: (Debor…	Emailed response from Deborah Lopez
3.14	Office of Assemblymember Jesse Gabriel	3.14: (Trent-…	Emailed response from Trent-Dorfman, Jack
3.15	Suzanne Collins, resident of Lemay Street in Van Nuys	3.15: (Suzan…	Voicemail Message Transcript
3.16	Community Survey	3.16: Screen…	Visualizing Survey Results: Families Interested in the School

3.17	Community Survey	3.17: Screen…	Visualizing Survey Results: Families Interested in Early Registration
3.18	Survey of Currently Enrolled Families	3.18: Screen…	Visualizing Survey Results: Families Interested in Relocating

SECTION 4:
ASSESSMENT of DUPLICATION of PROGRAMS CURRENTLY OFFERED BY EXISTING PUBLIC SCHOOLS IN THE COMMUNITY

NARRATIVE

a. In the space below, please list and provide brief descriptions of all key programs offered by the charter school (inclusive of the proposed additional grade level(s) being requested, if applicable). For each program listed, please also include citations to the applicable page(s) in the charter wherein the program is described. For purposes of this section, **a "program" consists of systemized activities, services, and/or strategies implemented to meet identified education goal(s) for students with measurable outcomes that are regularly monitored**. If a program focuses on goals/benefits for a specific student group (e.g., English Learners, Students with Disabilities, etc.), please indicate this in the brief description of the program.

4a Ingenium Model

In response to the request, we have outlined the key programs implemented by our charter school. These programs represent a cohesive and integrated set of strategies and research-based practices designed to meet the diverse needs of our students. They are personalized and differentiated to meet each student's needs. We use student-led, personalized, data-driven instruction, inclusive classrooms, cultural responsiveness and a focus on positive classroom environment trauma-informed interventions, and quality learning tools with services and supports for individuals and groups of students (including integrated and designated ELD for English Learners). The following highlights some of our key strategies and practices, which, ***collectively***, are not duplicated by any other school across LAUSD, to our knowledge.

ICS+ICMS Programs for Improving Student Learning:

As described in our charter, ICS has established key programs and practices to help our students find joy and meaning in education.

Innovative Features
1. Curriculum Resources- By using standard aligned and research-based curriculum, our students are exposed to cutting edge curriculum taught by appropriately credentialed and qualified teachers. Any changes in curriculum are researched, reviewed, and decided upon by a committee of administrators, instructional coaches, teachers, and members of our teaching and learning department. We understand the importance of staff buy-in and its role in academic success.

2. Ingenium's Signature Practice- At Ingenium, we think differently. We think differently about learning, about the development of people, about the way we approach problem solving and about the way we improve performance. The following Signature Practices are present in every Ingenium classroom and embedded in the Ingenium fabric.

a) Learning Portfolios- Ingenium Learning Portfolios provide a space for learners to document their learning journey through artifacts, data tracking, and self-assessment

tools like the capacity matrix. Students are provided with support in managing their learning portfolios and reflecting on their progress. Learning Portfolios encourage student ownership in decision making over their own learning improvement. Data included in a Learning Portfolio may be: run charts, reading records, fact fluency results, assessment scores, and more.

b) Huddles- Ingenium staff, students, and families engage in Huddles as a practice for establishing strong culture, restoring relationships, and maintaining relationships. This practice provides an equitable opportunity for all participants to be included, voice concerns, and share experiences. The Huddle can be seen daily in classrooms as a way of building positive classroom culture as well as resolving conflicts in a restorative process. In addition, staff frequently engage in this practice for the same purpose and it can be seen at the start or end of meetings, or to engage with important material and topics.

c) Student-led Conferences- Ingenium students are encouraged and supported in leading their own conferences. This practice engages students in their learning, promotes a sense of ownership and self-efficacy. During Student-led Conference, students may be seen showing artifacts, walking a family member through their capacity matrices and/or explaining personal and class data in their learning portfolios or on the data walls.

d) Quality Learning Tools- Ingenium staff and students are proficient at using Quality Tools. These tools enable us to collect and monitor data, partake in the PDSA process, focus on the future, and work together at the highest levels of cooperation and efficiency. Tools are also used effectively with parents to increase support and involvement. Some tools help us to monitor data, some tools enable us to work together and some tools allow us to plan and implement more effectively.

   Examples of Quality Tools used at Ingenium include: Parking Lot, Flow Chart, Forcefield Analysis, Interrelationship Digraph, Capacity Matrices, Loss Function, and more.

e) Data Walls- Data Walls are used to monitor, inform, and drive whole group improvement efforts. These can be seen in the classroom, in the staff room, or in common areas where improvement efforts are being made. A Data Wall creates a cooperative learning environment where everyone's work contributes to the whole and learners become partners in analyzing and using data for improvement. Group goals (class, grade level, school) are tied to the Data Walls, and they are often referred to when tracking progress and achievement.

Programs to meet the needs of All Learners (ICS pp.94-104,108; ICMS pp 23-29, 74-80)

Programs to Meet the Needs of All Learners- Meeting the needs of all learners is crucial in ensuring the success of all. Through innovative programming, students are guaranteed the support they need. Programs to meet these needs include:

1. Inclusive Classrooms- Ingenium's inclusive classroom is a general education environment that welcomes and supports all students, regardless of their differences, and provides equal

access to educational opportunities. Inclusive classrooms address the needs of students with disabilities, impairments, and special needs, as well as those with different learning styles, abilities, racial, religious, or ethnic backgrounds, genders, sexual orientations, or social and economic backgrounds.

2. Newcomer Program- Our Newcomer program was created to help recent immigrant students transition to a traditional school setting. Our program is designed for students who have little to no English proficiency. The program helps students feel welcomed and to develop linguistic skills, adapt to a new culture, and prepare to participate in mainstream classes.Through the use of English 3D, students are able to build on their strengths for rapid acquisition of social and academic language.

Additionally, this program provides resources and information to families of Newcomers through support and education.

3. Special Education- Special Education model at Ingenium Schools is full inclusiveness. All students benefit from instruction that is created through a collaboration of general and special education teachers.

4. Designated and Integrated EL Program- Integrated ELD takes place in the general education classroom with SDAIE and GLAD strategies and is led by the general education teacher.

5. Designated ELD takes place every morning during the Advisory period at ICMS. ELD classes are formed based on the current level of an EL Learner. Instruction is delivered by a trained teacher with an EL Authorization.. Curriculum for EL's is English 3D. This curriculum offers instruction on engaging relevant topics, includes a platform to allow for daily oral and written responses, advances students' knowledge and understanding of academic vocabulary, sentence structure, and grammar, and prepares students for the ELPAC.

6. MTSS- Ingenium uses the Multi-tiered System of Supports for both academics and behaviors. We use data-based problem solving and decision-making strategies to give students the support they need, in the areas in which they need it.

Developing Teacher Talent (ICS, pp. 71-72, 84; ICMS, pp. 57-63, 74)

1. ICS operationally defines high-quality teaching and learning through the Ingenium Teacher Capacity Matrix (ITCM). The ITCM contains five domains that outline the instructional methods and strategies that lead to student learning:

a) Purpose for Learning: Teachers use data and build relationships to understand their students' unique needs. They understand the California standards and Profound Learning Experiences they will implement to build capacity matrices for student learning. They sequence instruction and ensure adequate curricular materials.
b) Assessment: Teachers plan a progression of assessments, use data to adjust instruction, give students detailed and specific feedback, and track data to guide all future instruction.
c) Culture and Classroom Environment: Teachers build a classroom culture that is student centered, promotes positive and respectful interactions between teacher and student and among students, and has transparent, fair behavioral expectations. There

are clear processes used to maximize learning time and, most importantly, the classroom is learning-focused.

d) Instruction: The teacher and student use a variety of methods to ensure a high level of learning for all. This domain articulates strategies such as differentiation, scaffolding, collaboration, and academic vocabulary to ensure students are cognitively engaged and learning at a high level of rigor.
e) Professionalism and Development: This domain outlines the ways a teacher can grow and develop as well as collaborate effectively with all stakeholders.

2. Professional Learning Communities (PLCs)- We work in PLCs where educators work together to improve student learning through cycles of collective inquiry and action research. PLCs are based on the idea that educators need to continuously learn while on the job to help students learn better. PLCs are guided by 4 driving questions: what do we want students to know, how do we know if our students are learning, what do we do if they aren't, and how do we extend their learning if they are.

3. Cultural Responsiveness- By working with the Center for Culturally Responsive Teaching and Learning, Ingenium staff defines, concretely, what is cultural responsiveness and why it is necessary in our schools today. Together we build knowledge and create the context for addressing the needs of underserved students in terms of their sociopolitical and sociolinguistic relativity in our educational system.

We promote the focus on effective instructional strategies utilization in a way that validates and affirms our students across content areas and grade levels.

4. Trauma Informed Interventions- Through our partnership with Trauma-resilient Educational Communities (TREC), all staff members are given tools, resources, strategies, and education on best practices in the fields of Social Emotional Learning (SEL), Restorative Practices, and Trauma-Informed Education. Ongoing professional development allows staff to broaden their experience and knowledge in working with trauma in schools and the classroom.

Expectations & Environment (ICS, pp.; ICMS, pp. 59, 63, 132-133)
1. Focus on Positive Classroom Environment- In order to have a positive classroom management system, teachers have to separate cultural behaviors from disruptive behaviors. In many cases, the two are confused due to biases, misperceptions, and miscommunications. Ingenium staff reflect on our own unconscious biases, learning about cultural behaviors according to research, and practicing management strategies for building on the cultural behaviors.

2. A.L.L. I.N.(**FOR ICS ONLY**) - It takes a collaborative and aligned community with equity-based mindsets and actions to support each student's learning opportunities, journey, achievements, and growth. Everyone in the ICS Family is "A.L.L. I.N."! We show Agency when we make good choices. We are Lifelong Learners when we continue to seek and prioritize learning opportunities. We show Love by practicing empathy. We Include Everyone so everyone in our community has a sense of belonging. We are Nice and Safe everyday with our actions and our words to create a positive learning environment. belonging.

3. The Dragon Code (**FOR ICMS Only**): ICMS has a set of expectations that all students and staff are expected to follow. The Dragon Code is segmented into Integrity, Cooperation, Mutual Respect, and Safety. At the beginning of each semester, teachers facilitate a class discussion

on creating a classroom code of cooperation. The Dragon Code helps students build a framework for their code of cooperation.

4b
b. If applicable, in the rows below, please provide a brief description of each of the key programs offered by the charter school (inclusive of the proposed additional grade level(s) being requested, if applicable) that the petitioners assert are **not** currently offered by the existing public schools in the community. Provide responses to all the questions for each key program listed. Ensure that these program descriptions are consistent with the description of the instructional program in the charter petition and include applicable citations (i.e., reference to the specific pages describing the program in the school's charter).

(Add additional rows to the table below as needed)

Name of Program and brief description (Include applicable charter citation(s))	**Please provide responses to all six questions below for *each* program**
Program 1 **Name**: Capacity Matrices **Brief description:** Capacity matrices are a visual organizational tool that can be used to help students understand and track their learning progress. They provide a clear overview of the key concepts and skills involved in a particular standard. **Applicable charter citation(s)**: Charter Petition, ICMS- p. 49, ICS- pag. 79	**Program 1 (Responses)** 1. **Which student groups does/will the program serve? How many students currently/will participate?** Capacity Matrices are designed to serve all students. This inclusive approach ensures that every student, regardless of their grade level or academic ability, has the opportunity to engage and take ownership of their own learning. 2. **How is the program currently or proposed to be implemented? Describe the activities and/or services related to the program.** Capacity Matrices are implemented through the use of student portfolios. Activities and Services: ● Students will participate in reviewing and tracking their progress for standards. ● Students use the capacity matrices to assess their own understanding and identify areas where they need more support. ● Capacity Matrices provide a clear and

	concise visual representation of goals and progress. **3. What is the educational goal(s) of the program?** Goals: Visual Representation of Learning: They provide a clear and concise visual overview of the learning goals and progress, making it easier to understand and track. Self-Assessment: Students can use capacity matrices to assess their own understanding and identify areas where they need more support or practice. Goal Setting: By seeing their progress in a visual format, students can set specific goals for their learning and work towards achieving them. Personalized Learning: Capacity matrices can be tailored to individual students' needs and learning styles, promoting personalized learning. Motivation: Seeing their progress and growth can be motivating for students, encouraging them to continue learning and striving for excellence. **4. How are the educational goal(s) of the program aligned to identified academic need(s) in the community?** Here are some ways in which capacity matrices are aligned with community academic needs: Identify gaps: Identify specific areas where students are struggling academically. Prioritize needs: Prioritize the most pressing academic challenges. Incorporate into capacity matrices: Ensuring

	that needs are addressed in curriculum and instruction. **5. What are the measurable expected outcomes of the program?** Measurable Expected Outcomes: ● Academic Achievement: Improved performance on standardized tests and assessments, reflecting a deeper understanding of the content. ● Student Engagement: Higher levels of student engagement and enthusiasm for learning, as measured through surveys and classroom observations. ● Improved Attendance: Students who are motivated and engaged are more likely to attend school. **6. How and when is the program monitored/proposed to be monitored?** Capacity Matrices will be monitored and evaluated regularly to ensure that it is meeting its goals. This will be done through a variety of methods, such as: ● Student surveys ● Teacher observations ● Analysis of student portfolios
Name of Program and brief description (Include applicable charter citation(s))	**Please provide responses to all six questions below for *each* program**
Program 2 **Name**: Student Learning Portfolios **Brief description:** Student learning portfolios are collections of student work that showcase their growth and development over time. They can be used to	**Program 2 (Responses)** **1. Which student groups does/will the program serve? How many students currently/will participate?** All students will use learning portfolios. All students have the opportunity to create and maintain a learning portfolio.

support student learning in a variety of ways, including: ● Providing a visual representation of student progress ● Encouraging reflection and self-assessment ● Facilitating communication between students, teachers, and parents ● Assessing student learning in a holistic way **Applicable charter citation(s)**: ICS- pg. 116, ICMS- pg. 49	2. **How is the program currently or proposed to be implemented? Describe the activities and/or services related to the program.** All students create and maintain a portfolio with the support of their teacher at the start of the school year. The specific activities and services related to the program are; - Students selecting work to include in their portfolios - Students reflecting on their work and setting goals for improvement - Students sharing their portfolios with teachers and parents - Teachers providing feedback on student portfolios - Data and student work in the portfolio - Student assessment data to measure own progress in the portfolio **3. What is the educational goal(s) of the program?** The educational goals of the learning portfolio program include: - Helping students to become more independent learners - Helping students to develop critical thinking and problem-solving skills - Helping students to communicate effectively - Helping students to develop a growth mindset **4. How are the educational goal(s) of the program aligned to identified academic need(s) in the community?**

	Learning portfolios are aligned with identified academic needs in the community by focusing on specific areas of student learning. **5. What are the measurable expected outcomes of the program?** The measurable expected outcomes of the learning portfolio program include: - Increased student engagement and motivation - Improved student achievement - Increased student self-confidence - Improved communication skills - Developed critical thinking and problem-solving skills **6. How and when is the program monitored/proposed to be monitored?** The learning portfolio program will be monitored and evaluated regularly to ensure that it is meeting its goals. This will be done through a variety of methods, such as: ● Student surveys ● Teacher observations ● Analysis of student portfolios
Name of Program and brief description (Include applicable charter citation(s))	**Please provide responses to all six questions below for *each* program**
Program 3 **Name**: Huddles **Brief description:** Huddles are short, daily meetings that are typically held at the beginning of the school	**Program 3 (Responses)** **1. Which student groups does/will the program serve? How many students currently/will participate?** All students have the opportunity to participate in huddles **2. How is the program currently or**

day. They are designed to help students connect with each other, set goals, and reflect. **Applicable charter citation(s):** ICS- pg.106, ICMS- pg.49	**proposed to be implemented? Describe the activities and/or services related to the program.** Huddles are typically held at the beginning of the school day, but they can also be held at other times during the day. The specific activities and services related to huddles will vary depending on what is going on in each classroom. However, some common activities include: ● Sharing personal goals ● Discussing current events ● Practicing mindfulness techniques ● Setting daily or weekly goals ● Reflecting on the previous day's learning **3. What is the educational goal(s) of the program?** The educational goals of huddles may vary depending on the needs and priorities. However, some common goals include: ● Improving student engagement and motivation ● Enhancing social skills ● Promoting positive behavior ● Supporting academic achievement **4. How are the educational goal(s) of the program aligned to identified academic need(s) in the community?** Huddles are aligned with identified academic needs in the community by focusing on specific areas of student learning. **5. What are the measurable expected outcomes of the program?**

	The measurable expected outcomes of huddles will vary depending on the specific goals of the class/school. However, some potential outcomes include: ● Increased student engagement and motivation ● Improved academic performance ● Reduced behavioral problems ● Enhanced social skills ● Increased self-esteem **6. How and when is the program monitored/proposed to be monitored?** Huddles are monitored and evaluated regularly. This is be done through a variety of methods, such as: ● Student surveys ● Teacher observations ● Analysis of student behavior data

c. In the space below, discuss the extent to which the charter school's instructional program proposed to be implemented at the additional site, new site (for a move), or for the requested additional grades, would or would not duplicate the current programs offered by public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the charter school. As applicable, discuss and cite any research supporting your response.

4c Comp Schools Review

We are not aware of a single school within LAUSD that is fully duplicative of ICS+ICMS's comprehensive model, including the schools identified on LAUSD's list of schools for purposes of this CIA.

Based on publicly available information about each of the District's traditional and magnet schools (which is limited and potentially out of date), and the charter schools in the surrounding area, **none** of these schools offers the same unique combination of adopted curricula decided by a school-based committee of administrators, teachers, and other staff according to the needs of the students enrolled; Ingenium's Signature Practices of Learnings Portfolios, student-led conferences, daily classroom Huddles, and more; inclusive classrooms for students with disabilities; the Newcomer Program; Professional Learning Communities;

culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, trauma-informed interventions based on the TREC model; and our unique Dragon Code; and myriad other details of our educational program at ICS and ICMS that is unique to the Ingenium model.

To research the 40 surrounding schools identified for this CIA, we looked at each school's website (if there was one), SchoolMint (if they had a profile), the CDE website, and the explore.lausd.org site. The availability of accurate and up-to-date specific information about each school varied widely.

Our research attempts to summarize these key data in a few short paragraphs. The 40 schools are listed in order of distance from the Kester Ave Location, beginning with the closer schools first.

Columbus Ave ES: Columbus Avenue Elementary promotes a safe, respectful environment that fosters each child's maximum academic potential in order to become a successful member of the community and society. The administration organizes and delivers parent workshops and parent meetings on student formative data. The school's art program offers dance, music, and visual arts; their after-school programs provide extracurricular activities such as soccer, football, basketball, softball, dance, and the Science fair.

Columbus Ave ES does not appear to offer learning portfolios with features like classroom artifacts, data tracking and self-assessment tools, student led conferences, or student and faculty practice of our unique set of Quality Learning Tools. They do not appear to offer Data Walls tied to explicit class, grade, and school goals, daily classroom Huddles, trauma-informed practices based on the TREC model, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, or much more. ICS is not duplicative of Columbus ES.

Bassett Street Elementary: Bassett Street Elementary offers a range of programs designed to enhance student learning and engagement. The school emphasizes project and problem-based learning, particularly through its Media Arts and Technology Magnet (bMAT), which integrates digital storytelling and multimedia arts. The school also provides a robust STEAM program, including a world championship-winning robotics team, and nationally recognized multimedia arts labs. Additionally, the school encourages students to take ownership of their learning by offering differentiated instruction and opportunities for students to create evidence-based projects and tasks.

While Bassett Street Elementary offers innovative programs, such as its bMAT Magnet and STEAM initiatives, it does not appear to offer specific elements present in the Ingenium model, such as Learning Portfolios that include classroom artifacts, data tracking, and self-assessment tools, or daily classroom Huddles focused on building positive culture and resolving conflicts. Additionally, Bassett does not seem to have implemented Ingenium's unique set of Quality Learning Tools, culturally responsive pedagogy, or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Bassett Street Elementary.

Sylvan Park ES (School for Advanced Studies): Sylvan Park maintains high expectations for all students while providing rigorous, standards-based, and real-world learning experiences. The program emphasizes partnership with its families and community, e.g.

providing parent workshops in Dynamic Indicators of Basic Early Literacy Skills (DIBELS), math, and phonological awareness. Among its staff are a full-time nurse and psychologist, two instructional coaches (ELA & math), and a part-time IT support position. Their art program includes theater arts and vocal music. Before- and after-school programming includes LA's Best; Ready, Set, Go!; and Youth Services. The school maintains a Parent and Family Center.

Again, Sylvan Park ES does not appear to offer learning portfolios with features like classroom artifacts, data tracking and self-assessment tools, student led conferences, or student and faculty practice of our unique set of Quality Learning Tools. They do not appear to offer Data Walls tied to explicit class, grade, and school goals, daily classroom Huddles, trauma-informed practices based on the TREC model, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, or much more. We also do not operate a separate, test-based admission program for our "gifted" students and instead have an integrated program where all students learn together, side by side, in a highly collaborative co-teaching model. ICS is not duplicative of Sylvan Park ES.
Source: *https://explore.lausd.org/school/1702701/Sylvan-Park-Elementary*

Van Nuys ES: As a community school, Van Nuys Elementary strives to provide a learning environment where all children can learn and thrive and for our school to be the hub for the community where families access health, social-emotional, mental health, and enrichment support for students. Cognitively guided instruction is a key pedagogy at the school, where all staff are trained in how to facilitate math sense routines, purposeful questioning, and problem-solving skills in the classroom. Before- and after-school programming includes LA's Best; Ready, Set, Go!; and Youth Services. The school maintains a Parent and Family Center. Its art program includes theater arts and vocal music.

As with the other schools, Van Nuy ES does not appear to offer learning portfolios with features like classroom artifacts, data tracking and self-assessment tools, student led conferences, or student and faculty practice of our unique set of Quality Learning Tools. They do not appear to offer Data Walls tied to explicit class, grade, and school goals, daily classroom Huddles, trauma-informed practices based on the TREC model, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, or much more. ICS is not duplicative of Van Nuys ES.
Source: *https://explore.lausd.org/school/1743801/Van-Nuys-Elementary*

Louis Armstrong Middle School offers a variety of specialized programs designed to enhance student learning and engagement, particularly through its academies and magnet programs. The school hosts a Math Academy, which provides enriched and rigorous learning opportunities across subjects, with a particular emphasis on advanced mathematics. This program aims to foster a love of learning while preparing students for high school honors classes . Additionally, Louis Armstrong Middle School features a Performing Arts Magnet that ranks among the top-performing arts programs in LAUSD, offering students opportunities in theater, choral singing, stage crew, band, orchestra, and dance .

While Louis Armstrong Middle School provides robust academic and arts programs, it does not appear to offer certain elements of the Ingenium Charter Middle School (ICMS) model, such as Learning Portfolios with classroom artifacts, data tracking, and self-assessment tools. The school also does not seem to implement daily classroom Huddles focused on positive culture building and conflict resolution or use Ingenium's unique set of Quality Learning Tools. Furthermore, there is no indication of trauma-informed practices based on the TREC model or

culturally responsive pedagogy supported by an in-house Center for Culture and Linguistic Relevancy. Therefore, the instructional practices at ICMS do not duplicate those of Louis Armstrong Middle School.
Sources:

- https://www.louisarmstrongms.org/
- https://explore.lausd.org/school/1823801/Louis-Armstrong-Middle-School

Ararat Charter School focuses on delivering a high-quality educational experience that emphasizes academic excellence and the development of leadership skills. The school provides a balanced curriculum with a strong emphasis on literacy, math, science, and social studies, integrated with enrichment programs in the arts, technology, and physical education. Ararat also places significant importance on cultural awareness and bilingual education, supporting students in becoming global citizens with a strong understanding of their cultural heritage.

While Ararat Charter School offers a comprehensive academic program, it does not appear to offer the specific components of the Ingenium model, such as Learning Portfolios that include classroom artifacts, data tracking, and self-assessment tools. Additionally, Ararat does not implement daily classroom Huddles focused on building positive culture and resolving conflicts, nor does it utilize Ingenium's unique set of Quality Learning Tools, trauma-informed practices based on the TREC model, or culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy. Therefore, the instructional practices at ICS do not duplicate those of Ararat Charter School.
Source: *https://araratcharterschool.com/*

Valerio Street ES: Valerio Street ES upholds a philosophy that students merit a safe and challenging school experience that fosters an orientation towards lifelong learning. The school is an early adopter of the Early Language and Literacy Academies (ELLP). Grounded in the structures of regular faculty meetings to analyze student data and plan lessons, the school places students in flexible groups and also implements a multi-tiered system of support. Further, it offers a STEM lab, computer lab, and art studio.

As with the other schools, Valerio Street ES does not appear to offer learning portfolios with features like classroom artifacts, data tracking and self-assessment tools, student led conferences, or student and faculty practice of our unique set of Quality Learning Tools. They do not appear to offer Data Walls tied to explicit class, grade, and school goals, daily classroom Huddles, trauma-informed practices based on the TREC model, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, or much more. ICS is not duplicative of Valerio Street ES.
Sources:

- https://valeriostes.lausd.org/
- https://explore.lausd.org/school/1738401/Valerio-Street-Elementary

Cardenas ES: Emphasizes math, science, and technology; developing effective communication skills; and the ability to problem solve and provide community through inquiry- and project-based learning. The arts program includes dance, instrumental music, and visual arts. Students participate daily in the school's character program, with lessons on empathy,

conscience, respect, self-control, tolerance, fairness and kindness. An Intervention Lab serves students from any grade who are reading below grade level. A Parent Center provides workshops for enrolled families and the community. The school also offers a preschool program, as well as after-school programming via LA's Best and Youth Services.

It does not appear that Cardenas ES offers learning portfolios with self-assessments tools like a capacity matrix or student-led conferences during which a student might discuss their capacity matrix – hallmarks of our program that emphasize student agency. They do not appear to practice offer our unique set of Quality Learning Tools for use by students and staff, such as Force Field Analysis, Loss Function, and Interrelationship Diagram; Data Walls tied to explicit class, grade, and school goals, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, daily classroom Huddles, or trauma-informed practices based on the TREC model, . , or much more. ICS is not duplicative of Cardenas ES. Source: *https://explore.lausd.org/school/1740101/Andres-Maria-Cardenas-Elementary*

Mulholland Middle School offers a range of specialized programs aimed at enhancing student learning and providing unique educational opportunities. The school features a Biotechnology Pathway, which starts in 7th grade and continues through high school, offering hands-on science courses that lead to college and career opportunities in biotechnology. The program includes a biotechnology lab equipped with advanced tools like electrophoresis devices and a Megacycler, enabling students to engage in interactive experiments .

In addition to the Biotechnology Pathway, Mulholland Middle School has comprehensive programs in areas such as Engineering and Film Production, and it also offers a specialized Magnet Program that focuses on Robotics . The school's Special Education program emphasizes student-centered learning, integrating technology and creative approaches to support students with special needs .

While Mulholland Middle School provides a robust and specialized curriculum, it does not offer specific components of the Ingenium Charter Middle School (ICMS) model, such as Learning Portfolios that include classroom artifacts, data tracking, and self-assessment tools. Additionally, Mulholland does not implement daily classroom Huddles focused on building positive culture and resolving conflicts, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICMS do not duplicate those of Mulholland Middle School. Sources:

- https://mulhollandms.lausd.org/
- https://explore.lausd.org/school/1825901/William-Mulholland-Middle-School

Robert Fulton College Preparatory ("Fulton College Prep"): This school, focused on college and career readiness, is comprised of a home school and the Communication Arts & Music Magnet school. At the magnet school, students participate in new media and music instruction, with the vision of preparing students with the competencies that are effective for potential careers in journalism, entertainment, and graphic design. The school also offers the Sociology Academy of Scholars, a School for Advanced Studies where students can enroll in college classes at Los Angeles Valley College; and the Jaguars Achieving Greatness dual enrollment program with the same college. Fulton College Prep's programming includes Advanced Placement classes, counseling services, and after-school programs via Arc.

Like the nearby elementary schools, Fulton College Prep does not appear to offer learning portfolios, student-led conferences, or student and faculty practice of our Quality Learning Tools. They do not appear to implement Data Walls tied to explicit class, grade, and school goals, daily classroom Huddles, TREC model practices, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, or much more. ICMS is not duplicative of Fulton College Prep.

Fulton College Prep does not appear to offer learning portfolios, student-led conferences, or student and faculty practice of our particular set of Quality Learning Tools. They do not appear to implement Data Walls tied to explicit class, grade, and school goals, daily classroom Huddles, TREC model practices, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, or much more. ICMS is not duplicative of Fulton College Prep.
Sources:

- *https://explore.lausd.org/school/1814201/Robert-Fulton-College-Preparatory-School*
- https://www.fultonprep.net/

Kester Avenue Elementary School offers a diverse and comprehensive educational program, serving students from Transitional Kindergarten through fifth grade. The school includes a home school program as well as a Gifted/High Ability Magnet program for students in grades 1-5. Kester Avenue emphasizes core academic subjects while also providing an enriched curriculum that includes art, music, science, and physical education. The school is notable for its high Academic Performance Index (API) score and has been recognized as both a National Blue Ribbon School and a California Distinguished School OBJ OBJ.

In addition to its strong academic offerings, Kester Avenue Elementary provides a variety of after-school programs that include homework assistance, enrichment activities in science, technology, arts, and physical education, as well as childcare services OBJ.

While Kester Avenue Elementary offers an enriched and well-rounded educational experience, it does not appear to implement certain key elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios with classroom artifacts, data tracking, and self-assessment tools. The school also does not utilize daily classroom Huddles for building positive culture and resolving conflicts, nor does it implement Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Kester Avenue Elementary School.
Sources:

- https://kesteravees.lausd.org/
- https://explore.lausd.org/school/1472601/Kester-Avenue-Elementary

Hazeltine Avenue Elementary School provides a nurturing and inclusive environment, emphasizing safety, social-emotional well-being, and rigorous instruction. The school has set specific academic goals, such as improving literacy and math scores, and also focuses on enhancing students' social-emotional well-being OBJ. Hazeltine offers various support programs, including the Healthy Start Program, which links students and families to essential resources like food, shelter, medical services, and mental health counseling OBJ.

While Hazeltine Avenue Elementary has a notable commitment to academic and emotional support, it does not incorporate specific components of the Ingenium Charter School (ICS) model, such as Learning Portfolios that track student progress with classroom artifacts and

self-assessment tools. Additionally, Hazeltine does not implement daily classroom Huddles or Ingenium's set of Quality Learning Tools. Therefore, the instructional practices at ICS do not duplicate those of Hazeltine Avenue Elementary School.
Sources:

- https://hazeltineavees.lausd.org/
- https://explore.lausd.org/school/1449301/Hazeltine-Avenue-Elementary

Kittridge Street Elementary School offers a range of specialized programs aimed at providing a well-rounded education for its students. The school features a School for Advanced Studies (SAS) program, which is designed to meet the unique educational needs of gifted learners through high-quality, differentiated instruction. This program focuses on depth, complexity, and acceleration across various subjects. Additionally, Kittridge has a robust STEM Lab where students in grades 3-5 engage in hands-on activities aligned with the Next Generation Science Standards (NGSS). The lab offers opportunities for students to work in small groups on scientific investigations, enhancing their understanding of science and engineering practices.

While Kittridge Street Elementary provides strong academic programs like the SAS and STEM Lab, it does not appear to incorporate specific elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios with classroom artifacts, data tracking, and self-assessment tools. Furthermore, Kittridge does not implement daily classroom Huddles focused on building a positive culture or Ingenium's unique set of Quality Learning Tools. Therefore, the instructional practices at ICS do not duplicate those of Kittridge Street Elementary School.
Sources:

- https://kittridgestes.lausd.org/
- https://explore.lausd.org/school/1476001/Kittridge-Street-Elementary

Cohasset Street Elementary School emphasizes creating a supportive and inclusive learning environment, with a focus on academic achievement and social-emotional well-being. The school offers a unique one-way immersion program in Spanish, aiming for students to become bilingual and biliterate by the time they reach middle school. This program is the only one of its kind in Region North. Additionally, Cohasset provides a variety of resources for parents, including a Parent Center that offers classes and support to strengthen family engagement in students' education.

While Cohasset Street Elementary provides valuable programs, it does not appear to incorporate specific elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios with classroom artifacts, data tracking, and self-assessment tools. Additionally, Cohasset does not implement daily classroom Huddles focused on building positive culture, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Cohasset Street Elementary School.
Sources:

- https://cohassetstes.lausd.org/
- https://explore.lausd.org/school/1313701/Cohasset-Street-Elementary

Van Nuys MS & S.T.E.A.M. Magnet: This school, focused on college and career readiness, is comprised of a home school and the S.T.E.A.M. Magnet school. At the magnet school, students participate in STEAM-related field trips, have opportunities to apply engineering to

improve products, can join a buddy program that pairs 6th and 8th-graders, and during homeroom period can participate in acceleration, remediation, test preparation, or enrichment based on their needs. The school also includes a "small learning community" of students that attend the Valley Environmental Academy (VEA), a School for Advanced Studies for identified gifted students, and designed for students who have a strong interest in science and the preservation of the planet. Additionally, the school hosts a parent organization and offers students after-school programs via YS Plus and Youth Services. Arts programming includes band, general art and music, mariachi, theater, strings, and wind percussion. (4.61 – 4.63)

At Van Nuys MS, in particular, under its SAS for gifted students and magnet program for STEAM, students appear to be segregated by ability, while at ICS+ICMS our students all learn together in an inclusive classroom. Like the nearby elementary schools, Van Nuys MS does not appear to offer learning portfolios, student led conferences, or student and faculty practice of our particular set of Quality Learning Tools. They do not appear to implement Data Walls tied to explicit class, grade, and school goals, daily classroom Huddles, TREC model practices, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, the Dragon Code (using their signature "Mustang Method" instead), or much more. ICMS is not duplicative of Van Nuys MS.
Sources:

- https://vannuysms.lausd.org/
- *https://explore.lausd.org/school/1843401/Van-Nuys-Middle-School*

Chandler Elementary School is committed to providing a challenging, enriching, and safe learning environment through rigorous, technological, and differentiated standards-based instruction. The school's mission emphasizes preparing students for the 21st century by focusing on both academic and social learning, with a particular emphasis on differentiated instruction to cater to various learning modalities and multiple intelligences. Chandler Elementary also integrates technology into its curriculum to enhance student learning and offers specialized services to address the individual needs of all students. The school fosters a sense of community and mutual respect, creating a warm and supportive environment where students can thrive OBJ OBJ.

While Chandler Elementary provides a comprehensive educational experience with a focused emphasis on individualized instruction and the use of technology, it does not appear to implement specific components of the Ingenium Charter School (ICS) model, such as Learning Portfolios with classroom artifacts, data tracking, and self-assessment tools. Additionally, Chandler does not incorporate daily classroom Huddles focused on building a positive culture, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Chandler Elementary School.
Sources:

- https://chandleres.lausd.org/
- https://explore.lausd.org/school/1295901/Chandler-Elementary

Michelle Obama Elementary School is dedicated to preparing students to be lifelong learners and responsible members of society through a rigorous academic curriculum integrated with STEAM and 21st-century skills. The school places a strong emphasis on social-emotional learning, restorative justice, and project-based learning. Additionally, Michelle Obama Elementary promotes leadership skills through its "Leader In Me" program, which aims to empower students to succeed academically and personally OBJ OBJ.

While Michelle Obama Elementary offers a comprehensive and well-rounded educational program, it does not include specific elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios that incorporate classroom artifacts, data tracking, and self-assessment tools. The school also does not implement daily classroom Huddles focused on building positive culture or utilize Ingenium's unique set of Quality Learning Tools. Therefore, the instructional practices at ICS do not duplicate those of Michelle Obama Elementary School.
Sources:

- https://michelleobamaes.lausd.org/
- https://explore.lausd.org/school/1230201/Michelle-Obama-Elementary-School

Vista MS (Sports Medicine/College Prep Magnet, Gifted S.T.E.A.M. Magnet, and Media/Entertainment/Graphic Arts Magnet): Vista MS promotes a safe, caring environment where collaboration among stakeholders occur to form, maintain, and develop social, emotional, physical, and intellectual wellness of students and adults. The school houses three magnets, including Sports Medicine/College Prep Magnet, Gifted S.T.E.A.M Magnet, and Media/Entertainment/Graphic Arts Magnet. The school offers academic intervention support before, during, and after school, as well as on Saturdays and during the summer. administration organizes and delivers parent workshops and parent meetings on student formative data. Extracurricular clubs and activities include art, basketball, cheer, chess, drumline, food and gardening, robotics, running, and more.

At Vista MS, in particular, under its Gifted S.T.E.A.M Magnet, students appear to be segregated by ability, while at ICS+ICMS our students all learn together in an inclusive classroom. Like the nearby elementary schools, Vista MS does not appear to offer learning portfolios, student led conferences, or student and faculty practice of our particular set of Quality Learning Tools. They do not appear to implement Data Walls tied to explicit class, grade, and school goals, daily classroom Huddles, TREC model practices, culturally responsive pedagogy with an in-house Center for Culture and Linguistic Relevancy, or much more. ICS+ICMS is not duplicative of Vista MS.
Sources:

- *https://explore.lausd.org/school/1811701/Vista-Middle-School*
- https://vistams.lausd.org/

Erwin Elementary School offers a variety of educational programs aimed at fostering academic excellence and social-emotional well-being. The school is designated as a School for Advanced Studies (SAS), providing high-quality, differentiated instruction tailored to the needs of gifted learners. The SAS program focuses on depth, complexity, acceleration, and novelty, catering to students identified in various ability categories such as Intellectual Ability, High Achievement Ability, and Leadership Ability. Additionally, Erwin Elementary integrates social-emotional learning through programs like Second Step, which teaches students how to manage their emotions and interact positively with others. The school also emphasizes the arts, offering students opportunities to engage in visual arts, dance, and music OBJ OBJ.

While Erwin Elementary provides a comprehensive and enriched curriculum, it does not include specific elements of the Ingenium Charter School model, such as Learning Portfolios that incorporate classroom artifacts, data tracking, and self-assessment tools. Additionally, Erwin does not implement daily classroom Huddles focused on building a positive culture or

utilize Ingenium's unique set of Quality Learning Tools. Therefore, the instructional practices at ICS do not duplicate those of Erwin Elementary School.
Sources:

- https://erwines.lausd.org/
- https://explore.lausd.org/school/1363001/Erwin-Elementary

Burton Street Elementary School is a small neighborhood K-5 school located in Panorama City, CA. The school emphasizes creating a safe, respectful, and academically challenging environment where students can thrive. Burton Street Elementary offers various programs, including a Gifted and Talented Education (GATE) program, which provides advanced learning opportunities for gifted students, aiming to remove barriers and raise academic standards. Additionally, the school offers an arts program that includes visual arts, music, and dance, as well as after-school programs like LA's Best and Ready-Set-Go!, which provide enrichment and academic support outside regular school hours OBJ OBJ.

While Burton Street Elementary offers a range of valuable programs, it does not incorporate specific elements of the Ingenium Charter School model, such as Learning Portfolios that include classroom artifacts, data tracking, and self-assessment tools. Furthermore, Burton Street does not implement daily classroom Huddles focused on building a positive culture, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Burton Street Elementary School.
Sources:

- https://burtonstes.lausd.org/
- https://explore.lausd.org/school/1265801/Burton-Street-Elementary

Noble Avenue Elementary School focuses on providing a positive and inclusive learning environment, with a large emphasis on academic rigor and character development. The school offers differentiated instruction to meet the needs of its diverse learners, utilizing small group instruction, after-school tutoring, and enrichment through its School for Advanced Studies (SAS) program. This program is designed to ensure that all students are meeting grade-level standards and are prepared for college and career success. Additionally, Noble Avenue integrates arts, technology, and character education into its curriculum, fostering a well-rounded educational experience for students OBJ OBJ.

While Noble Avenue Elementary offers a robust academic program and various support systems, it does not appear to incorporate specific elements of the Ingenium Charter School model, such as Learning Portfolios that include classroom artifacts, data tracking, and self-assessment tools. Furthermore, Noble Avenue does not implement daily classroom Huddles focused on building a positive culture, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Noble Avenue Elementary School.
Sources:

- https://nobleavees.lausd.org/
- https://explore.lausd.org/school/1560301/Noble-Avenue-Elementary

Ranchito Avenue Elementary School provides a well-rounded educational experience with a focus on academic excellence, inclusivity, and community engagement. The school offers a School for Advanced Studies (SAS) program, designed for gifted and high-achieving students, which includes a curriculum that emphasizes depth, complexity, and acceleration. The SAS

program clusters these students together, allowing for specialized instruction tailored to their needs. Additionally, Ranchito offers a Spanish Dual Language Academy, which prepares students to be bilingual and biliterate, enhancing their cultural and linguistic competencies.

While Ranchito Avenue Elementary offers robust academic programs and focuses on individualized instruction, it does not incorporate specific elements of the Ingenium Charter School model, such as Learning Portfolios that include classroom artifacts, data tracking, and self-assessment tools. Furthermore, Ranchito does not implement daily classroom Huddles focused on building a positive culture, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Ranchito Avenue Elementary School.
Sources:

- https://ranchitoavees.lausd.org/
- https://explore.lausd.org/school/1619201/Ranchito-Avenue-Elementary

Ivy Bound Academy emphasizes a strong academic foundation combined with a focus on character development and student empowerment. The school offers a rigorous curriculum with a particular emphasis on math, science, and technology, and provides additional academic support through after-school programs. Ivy Bound Academy also focuses on fostering a positive school culture through programs that emphasize leadership and responsibility among students.

The school's Single Plan for Student Achievement (SPSA) highlights targeted strategies to improve student outcomes, including differentiated instruction and the use of data to drive instructional decisions. This plan is part of their broader approach to ensuring that all students meet or exceed academic standards. Additionally, Ivy Bound Academy integrates technology into its classrooms to enhance student learning and prepare them for future academic success.

While Ivy Bound Academy offers a solid academic program, it does not incorporate specific elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios that include classroom artifacts, data tracking, and self-assessment tools. Furthermore, Ivy Bound does not implement daily classroom Huddles focused on building a positive culture, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Ivy Bound Academy.
Sources:

- https://ivyboundacademy.org/

Hesby Oaks Leadership Charter School provides a comprehensive educational experience for students in grades K-8, emphasizing leadership, academic excellence, and community involvement. The school offers a variety of academic programs, including a School for Advanced Studies (SAS), which caters to gifted students by offering advanced and differentiated instruction across core subjects. The school also provides an extensive range of enrichment activities, including after-school programs that focus on fine arts, music, drama, science, and physical education [OBJ] [OBJ].

While Hesby Oaks Leadership Charter offers solid academic and enrichment programs, it does not include specific elements of the Ingenium Charter School (ICS) model, such as Learning

Portfolios that incorporate classroom artifacts, data tracking, and self-assessment tools. Additionally, Hesby Oaks does not implement daily classroom Huddles focused on building a positive culture, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Hesby Oaks Leadership Charter School.
Sources:

- https://hesbyoaks.com/
- https://explore.lausd.org/school/1452101/Hesby-Oaks-Leadership-Charter

James Madison Middle School offers a comprehensive educational experience with a focus on rigorous, standards-based instruction and the development of skills across various academic areas. The school hosts several specialized academies, including the Medical Math and Science Magnet, the Computer Science and Engineering Design Magnet, and the School for Advanced Studies (SAS). These programs are designed to prepare students for future academic and career success by offering a curriculum that emphasizes depth, complexity, and real-world applications. The school also prioritizes the social and emotional well-being of its students, integrating these aspects into the overall educational experience OBJ OBJ.

While James Madison Middle School provides robust academic programs and focuses on student development through its specialized academies, it does not incorporate specific elements of the Ingenium Charter Middle School (ICMS) model, such as Learning Portfolios that include classroom artifacts, data tracking, and self-assessment tools. Additionally, Madison does not implement daily classroom Huddles focused on building a positive culture, nor does it utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICMS do not duplicate those of James Madison Middle School.
Sources:

- https://madisonms.lausd.org/apps/pages/index.jsp?uREC_ID=4241706&type=d&pREC_ID=2515336
- https://explore.lausd.org/school/1823001/James-Madison-Middle-School

Panorama City Elementary School is dedicated to creating a dynamic learning environment that emphasizes academic excellence and social responsibility. The school aims to foster a collaborative community where all stakeholders actively participate in helping students achieve their highest potential. The educational approach at Panorama City Elementary focuses on enhancing learning through data analysis, peer coaching, and the implementation of Common Core Standards to ensure effective instruction. The school also places a strong emphasis on small group instruction, which is a cornerstone of their strategy to meet the diverse needs of their students, ensuring that every child receives personalized support to master grade-level standards.

While Panorama City Elementary offers a comprehensive educational program focused on both academic and social growth, it does not incorporate specific components of the Ingenium Charter School (ICS) model. These components include Learning Portfolios that track student progress through classroom artifacts and self-assessment tools, daily classroom Huddles that foster positive culture and resolve conflicts, and the use of Ingenium's unique Quality Learning Tools. Additionally, the school does not employ trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Panorama City Elementary School.

Sources:
- https://panoramacityes.lausd.org/
- https://explore.lausd.org/school/1560401/Panorama-City-Elementary

Riverside Drive Charter School offers a comprehensive educational program centered around its STArt (Science, Technology, and Art) curriculum, which emphasizes hands-on, interdisciplinary learning. This approach is designed to develop critical thinking, creativity, collaboration, and communication skills, preparing students for the challenges of college and careers. The school is committed to fostering a thriving community of educators, staff, parents, and community partners who work together to support student success OBJ OBJ.

While Riverside Drive Charter provides a rich curriculum and a strong community focus, it does not incorporate specific elements of the Ingenium Charter School (ICS) model. These include Learning Portfolios that track student progress with classroom artifacts and self-assessment tools, daily classroom Huddles that focus on building positive culture and resolving conflicts, and the use of Ingenium's unique Quality Learning Tools. Additionally, Riverside Drive does not employ trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Riverside Drive Charter School.
Sources:
- https://www.riversidedrivecharter.org/
- https://explore.lausd.org/school/1631501/Riverside-Drive-Charter-School

Chase Street Elementary School is focused on providing a well-rounded educational experience that promotes both academic and social excellence. The school's mission emphasizes preparing students to be responsible, productive members of society in a safe environment. To support this mission, Chase Street offers leadership opportunities, character education, and integrates technology into its curriculum to ensure students are college, career, and life ready. The school also encourages a collaborative environment involving teachers, staff, parents, and community members, aiming to instill lifelong learning skills in students.

While Chase Street Elementary provides a good foundation in academic and social development, it does not incorporate specific elements of the Ingenium Charter School (ICS) model. These elements include Learning Portfolios that track student progress through classroom artifacts and self-assessment tools, daily classroom Huddles that build positive culture and resolve conflicts, and the use of Ingenium's unique Quality Learning Tools. Additionally, Chase Street does not utilize trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Chase Street Elementary School.
Sources:
- https://chasestes.lausd.org/
- https://explore.lausd.org/school/1301401/Chase-Street-Elementary

Gault Street Elementary School offers a rich academic and enrichment program designed to support the holistic development of students. The school features a School for Advanced Studies (SAS) program, which provides advanced and differentiated instruction tailored to the needs of gifted and high-achieving students. The school also incorporates a variety of enrichment activities, including ballroom dancing, violin instruction, visual arts, and theater, all taught by district instructors or professionals. Additionally, Gault Street provides students with hands-on learning opportunities through its gardening program and Science and Engineering

Lab, emphasizing project-based learning and inquiry [OBJ].

While Gault Street Elementary offers a comprehensive and engaging educational experience, it does not include specific components of the Ingenium Charter School (ICS) model. These components include Learning Portfolios that track student progress with classroom artifacts and self-assessment tools, daily classroom Huddles focused on building positive culture, and the use of Ingenium's unique Quality Learning Tools. Furthermore, Gault Street does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Gault Street Elementary School.
Sources:

- https://gaultstes.lausd.org/
- https://explore.lausd.org/school/1411001/Gault-Street-Elementary

Rosa Parks Learning Center offers a variety of programs aimed at fostering academic excellence, creativity, and social-emotional well-being. The school features a Gifted and Talented Education (GATE) program that provides differentiated instruction tailored to students requiring higher levels of abstract thinking, motivation, and accelerated learning. Additionally, the school has a strong focus on enrichment, offering programs in the arts, including visual arts, piano classes, and a community garden. Rosa Parks Learning Center also prioritizes student health and wellness through its Healthy Start program and various after-school programs such as LA's BEST, which provides a safe and supervised environment for students after school with engaging educational and recreational activities.

While Rosa Parks Learning Center provides a comprehensive range of academic and enrichment programs, it does not incorporate specific elements of the Ingenium Charter School (ICS) model. These include Learning Portfolios that track student progress through classroom artifacts and self-assessment tools, daily classroom Huddles that focus on building positive culture, and the use of Ingenium's unique Quality Learning Tools. Additionally, Rosa Parks does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Rosa Parks Learning Center.
Sources:

- https://rosaparkslc.lausd.org/apps/pages/index.jsp?uREC_ID=3797501&type=d&pREC_ID=2456937
- https://rosaparkslc.lausd.org/apps/pages/index.jsp?uREC_ID=3797501&type=d&pREC_ID=2456938

Coldwater Canyon Elementary School offers a robust educational program that emphasizes preparing students with 21st-century skills to be college and career ready. The school features several innovative programs, including a STEAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum that integrates hands-on learning experiences across these disciplines. The school is also a STEAM Certified School, highlighting its commitment to interdisciplinary education.

In addition to STEAM, Coldwater Canyon Elementary provides a Gifted and Talented Education (GATE) program that offers differentiated instruction for students identified as gifted. This program is designed to challenge students and support their advanced learning needs. The school also offers a Dual Language program, which aims to develop bilingualism and

biliteracy in students by providing instruction in both English and Spanish.

While Coldwater Canyon Elementary provides a heavy focus on STEAM, GATE, and dual language education, it does not incorporate specific elements of the Ingenium Charter School (ICS) model. These elements include Learning Portfolios that track student progress through classroom artifacts and self-assessment tools, daily classroom Huddles that build positive culture and resolve conflicts, and the use of Ingenium's unique Quality Learning Tools. Additionally, Coldwater Canyon does not utilize trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Coldwater Canyon Elementary School.
Sources:

- https://coldwateres.lausd.org/
- https://explore.lausd.org/school/1315101/Coldwater-Canyon-Elementary

Langdon Avenue Elementary School emphasizes a comprehensive educational approach, integrating technology and project-based learning to enhance student engagement and achievement. The school is a one-to-one electronic device institution, ensuring that every student has access to a Chromebook or iPad for both classroom and home use. This integration supports a range of activities, from improving typing skills and reinforcing math concepts to conducting research and collaborating on projects. The school also offers specialized programs, including robotics and interventions, aimed at supporting the diverse learning needs of its students.

In addition to its strong academic focus, Langdon Avenue provides enrichment through programs like its Healthy Start initiative, which supports student and family wellness. The school fosters a collaborative environment that includes parents, educators, and the community, working together to ensure that students are prepared for college and career success.

While Langdon Avenue Elementary offers a well-rounded educational experience, it does not incorporate specific elements of the Ingenium Charter School (ICS) model. These include Learning Portfolios that track student progress with classroom artifacts and self-assessment tools, daily classroom Huddles focused on building positive culture, and the use of Ingenium's unique Quality Learning Tools. Furthermore, Langdon Avenue does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Langdon Avenue Elementary School.
Sources:

- https://langdonavees.lausd.org/apps/pages/index.jsp?uREC_ID=3796762&type=d&pREC_ID=2455265
- https://explore.lausd.org/school/1477501/Langdon-Avenue-Elementary

Alta California Elementary School and Gifted Magnet offers a robust and innovative educational program with an overall emphasis on STEAM (Science, Technology, Engineering, Arts, and Mathematics). The school operates under an Expanded School-Based Decision Making Model and a Community School Model, which involve all stakeholders in the school improvement process. The school provides a challenging curriculum focused on STEAM, using state-of-the-art technology, including programs like Lexia, ST Math, and Achieve3000, to support student learning. The school also promotes a positive school culture through initiatives like the collection of "Alta Buttons" as a fun, engaging way to encourage and reward student

participation and achievements.

Additionally, Alta California's Gifted Magnet program offers advanced learning opportunities for students identified as gifted, with a curriculum designed to enhance critical thinking and problem-solving skills across the STEAM disciplines. The Community School model at Alta California also incorporates integrated student supports, expanded learning time, family and community engagement, and collaborative leadership, ensuring a holistic approach to student development and success.

While Alta California Elementary School and Gifted Magnet provides a well-rounded and advanced educational experience, it does not incorporate specific elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios that include classroom artifacts and self-assessment tools, or daily classroom Huddles focused on building a positive culture. Additionally, Alta California does not utilize Ingenium's unique set of Quality Learning Tools or trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Alta California Elementary School and Gifted Magnet.
Sources:

- https://www.altacaliforniaelementary.org/
- https://explore.lausd.org/school/1739801/Alta-California-Elementary

Saticoy Elementary School is committed to providing a comprehensive, meaningful education that is guided by the Common Core State Standards. The school emphasizes creating a safe and supportive learning environment, integrating technology, bilingual education, and 21st-century skills into its curriculum. Saticoy offers a School for Advanced Studies (SAS) program designed to meet the needs of gifted and high-achieving students, as well as an Armenian Dual Language Program that promotes bilingualism and biliteracy. Additionally, the school supports students with special needs through its Deaf and Hard of Hearing (DHH) program, offering specialized instruction and resources.

Saticoy Elementary is also active in fostering community involvement, with various parent engagement initiatives and programs like LA's BEST, which provides after-school enrichment activities. The school's mission is to prepare students to be responsible citizens and dynamic problem solvers in a technologically changing society.

While Saticoy Elementary offers a diverse range of academic and enrichment programs, it does not include specific elements of the Ingenium Charter School (ICS) model. These elements include Learning Portfolios that track student progress through classroom artifacts and self-assessment tools, daily classroom Huddles focused on building a positive culture, and the use of Ingenium's unique Quality Learning Tools. Additionally, Saticoy does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Saticoy Elementary School.
Sources:

- https://saticoyes.lausd.org/
- https://explore.lausd.org/school/1656501/Saticoy-Elementary

Primary Academy for Success School (P.A.S.S.) emphasizes the development of foundational skills essential for 21st-century learners, focusing on both academic and social behaviors. The school integrates social-emotional learning into its curriculum, helping students manage their well-being while fostering creativity, critical thinking, and collaboration. The

school also emphasizes community engagement and parental involvement as vital components of its educational approach. Additionally, P.A.S.S. follows a School Site Council (SSC) structure that adheres to the School Plan for Student Achievement (SPSA) to ensure that the school's budget and instructional practices are aligned with improving student outcomes.

While P.A.S.S. offers a nurturing and supportive environment, it does not include specific elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios that incorporate classroom artifacts, data tracking, and self-assessment tools. The school also does not implement daily classroom Huddles focused on building a positive culture or utilize Ingenium's unique Quality Learning Tools. Additionally, trauma-informed practices based on the TREC model are not a part of their curriculum. Therefore, the instructional practices at ICS do not duplicate those of Primary Academy for Success School.
Sources:

- https://pass.lausd.org/
- https://explore.lausd.org/school/1477601/Primary-Academy-for-Success-School

Valor Academy Elementary School, part of the Bright Star Schools network, offers a holistic educational experience with an emphasis on rigorous academics, inclusive education, and social-emotional support. The school serves students from Transitional Kindergarten through 4th grade and is committed to fostering a supportive environment where every child is known and loved. The school balances academic rigor with holistic support, ensuring students are prepared for success in higher education and beyond.

The school also places a strong emphasis on social-emotional development, believing that academic achievement is closely linked with a child's emotional and physical wellness. Enrichment opportunities are provided through programs like art, gardening, and a free after-school enrichment program that includes homework support and exploratory play. Additionally, the school integrates life experience lessons, including field trips, to extend learning beyond the classroom.

While Valor Academy Elementary provides a comprehensive and nurturing environment, it does not incorporate specific elements of the Ingenium Charter School (ICS) model. These elements include Learning Portfolios that track student progress through classroom artifacts and self-assessment tools, daily classroom Huddles focused on building positive culture, and the use of Ingenium's unique Quality Learning Tools. Additionally, the school does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Valor Academy Elementary School.
Sources:

- https://brightstarschools.org/VAES
- https://explore.lausd.org/school/1477601/Primary-Academy-for-Success-School

John B. Monlux Elementary School offers a well-rounded educational experience with a focus on creating a supportive, child-centered environment. The school emphasizes critical thinking and lifelong learning through its curriculum, which is aligned with the Common Core Standards. Monlux Elementary also provides specialized programs such as its S.T.E.A.M. Magnet, which integrates science, technology, engineering, arts, and mathematics into the learning experience. The school promotes a collaborative environment where educators, parents, and the community work together to support student achievement and well-being.

While John B. Monlux Elementary provides a comprehensive academic and social-emotional curriculum, it does not include specific elements of the Ingenium Charter School (ICS) model. These elements include Learning Portfolios that track student progress through classroom artifacts and self-assessment tools, daily classroom Huddles focused on building a positive culture, and the use of Ingenium's unique Quality Learning Tools. Additionally, Monlux does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of John B. Monlux Elementary School.
Sources:

- https://monluxes.lausd.org/
- https://explore.lausd.org/school/1534201/John-B-Monlux-Elementary

Sherman Oaks Elementary Charter School offers a well-rounded educational program focused on the development of both academic and social-emotional skills. The school integrates arts, music, science, and robotics into its curriculum, aiming to provide enriched instruction that engages the whole child. The school also emphasizes character education through various programs and activities, which include events like "Pawsitive Character Awards" and participation in initiatives that encourage responsibility and positive behavior.

Sherman Oaks Elementary Charter School prides itself on its strong community involvement, with active participation from parents and local community members. The school's governance structure allows for significant autonomy in decision-making, enabling it to tailor its curriculum and resources to better meet the needs of its students.

While Sherman Oaks Elementary Charter provides a comprehensive educational experience with a focus on enrichment and character development, it does not incorporate specific elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios, daily classroom Huddles, or the use of Ingenium's unique Quality Learning Tools. Additionally, the school does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Sherman Oaks Elementary Charter School.
Sources:

- https://www.shermanoakselementarycharter.com/
- https://explore.lausd.org/school/1669901/Sherman-Oaks-Elementary-Charter-School

Valor Academy Middle School (VAMS) is a charter school serving grades 5-8, committed to providing students with rigorous academics, inclusive education, social-emotional support, and enriching life experiences beyond the classroom. VAMS offers various programs, including academic support, restorative practices, special education, and after-school activities through After-School All-Stars. The school also emphasizes life experience lessons through field trips and other real-world learning opportunities.

While VAMS provides a robust and supportive environment for its students, it does not include specific elements of the Ingenium Charter School (ICMS) model, such as Learning Portfolios, daily classroom Huddles, or the use of Ingenium's unique Quality Learning Tools. Additionally, VAMS does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICMS do not duplicate those of Valor Academy Middle School.
Sources:

- https://brightstarschools.org/VAMS

Dixie Canyon Community Charter School provides a comprehensive educational

experience focused on developing both academic and social-emotional skills. The school offers a variety of programs, including a rigorous Core Knowledge Language Arts (CKLA) curriculum grounded in the Science of Reading, and a strong focus on social-emotional learning through the Sanford Harmony SEL program. Additionally, Dixie Canyon integrates a hands-on, research-based science curriculum known as FOSS (Full Option Science System) and a health education curriculum called The Great Body Shop, which is aligned with national health education standards.

The school also places a significant emphasis on community and parental involvement, which plays a crucial role in supporting student achievement and well-being.

While Dixie Canyon Community Charter offers a well-rounded and enriched curriculum, it does not incorporate specific elements of the Ingenium Charter School (ICS) model, such as Learning Portfolios, daily classroom Huddles, or Ingenium's unique Quality Learning Tools. Additionally, the school does not implement trauma-informed practices based on the TREC model. Therefore, the instructional practices at ICS do not duplicate those of Dixie Canyon Community Charter School.
Sources:

- https://dixiecanyones.lausd.org/
- https://explore.lausd.org/school/1343801/Dixie-Canyon-Community-Charter

In summary, after thoroughly analyzing the instructional programs and unique offerings at the comparison schools in the Kester Avenue area, it is clear that Ingenium Schools' instructional program stands apart. None of the schools reviewed, including those with comprehensive academic and enrichment programs, such as Sylvan Park Elementary, Hesby Oaks Leadership Charter, and Van Nuys S.T.E.A.M. Magnet, offer the specific elements that are foundational to the Ingenium model. These include Learning Portfolios that track student progress through artifacts and self-assessment tools, daily classroom Huddles focused on building positive culture, the use of Ingenium's unique Quality Learning Tools, and trauma-informed practices based on the TREC model. Therefore, moving into the Kester Avenue location will not pose a duplication of programs, as Ingenium Schools' instructional approach is distinct and not replicated by any other school in the area.

Again, while some of these isolated components are similar to ICS+ICMS, none of these schools offer the same comprehensive model that ICS+ICMS offers. ICS+ICMS will be an important option for families in the Van Nuys/Valley Glen community, just as it has been an important option for families in the adjacent community these past ten years.

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
4.1	**Sylvan Park Elementary**	*https://explore.lausd.org/school/1702701/Sylvan-Park-Elementary*	**Sylvan Park Elementary**
4.2	**Van Nuys Elementary**	*https://explore.lausd.org/school/1743801/Van-Nuys-Elementary*	**Van Nuys Elementary**

4.3	**Armstrong Middle**	https://www.louisarmstrongms.org/ https://explore.lausd.org/school/1823801/Louis-Armstrong-Middle-School	**Louis Armstrong Middle School**
4.4	**Ararat Charter**	*https://araratcharterschool.com/*	**Ararat Charter**
4.5	**Valerio Street Elementary**	https://valeriostes.lausd.org/ https://explore.lausd.org/school/1738401/Valerio-Street-Elementary	**Valerio Street Elementary**
4.6	**Andres Maria Cardenas Elementary**	*https://explore.lausd.org/school/1740101/Andres-Maria-Cardenas-Elementary*	**Maria Cardenas Elementary**
4.7	**Mulholland Middle**	https://mulhollandms.lausd.org/ https://explore.lausd.org/school/1825901/William-Mulholland-Middle-School	**Mulholland Middle School**
4.8	**Fulton College Prep**	*https://explore.lausd.org/school/1814201/Robert-Fulton-College-Preparatory-School* https://www.fultonprep.net/	**Fulton College Prep**
4.9	**Kester Elementary**	https://kesteravees.lausd.org/ https://explore.lausd.org/school/1472601/Kester-Avenue-Elementary	**Kester Avenue Elementary**
4.10	**Hazeltine Elementary**	https://hazeltineavees.lausd.org/ https://explore.lausd.org/school/1449301/Hazeltine-Avenue-Elementary	**Hazeltine Avenue Elementary School**
4.11	**Kittridge Street Elementary**	https://kittridgestes.lausd.org/ https://explore.lausd.org/school/1476001/Kittridge-Street-Elementary	**Kittridge Street Elementary**
4.12	**Cohasset Street Elementary**	https://cohassetstes.lausd.org/ https://explore.lausd.org/s	**Cohasset Street Elementary**

		chool/1313701/Cohasset-Street-Elementary	
4.13	**Van Nuys Middle**	*https://explore.lausd.org/school/1843401/Van-Nuys-Middle-School*	**Van Nuys MS & S.T.E.A.M. Magnet**
4.14	**Chandler Elementary**	https://chandleres.lausd.org/ https://explore.lausd.org/school/1295901/Chandler-Elementary	**Chandler Elementary School**
4.15	**Michelle Obama**	https://michelleobamaes.lausd.org/ https://explore.lausd.org/school/1230201/Michelle-Obama-Elementary-School	**Michelle Obama Elementary School**
4.16	**Vista Middle**	*https://explore.lausd.org/school/1811701/Vista-Middle-School* https://vistams.lausd.org/	**Vista MS (Sports Medicine/College Prep Magnet, Gifted S.T.E.A.M. Magnet, and Media/Entertainment/Graphic Arts Magnet)**
4.17	**Erwin Elementary**	https://erwines.lausd.org/ https://explore.lausd.org/school/1363001/Erwin-Elementary	**Erwin Elementary School**
4.18	**Burton Elementary**	https://burtonstes.lausd.org/ https://explore.lausd.org/school/1265801/Burton-Street-Elementary	**Burton Street Elementary School**
4.19	**Noble Avenue**	https://nobleavees.lausd.org/ https://explore.lausd.org/school/1560301/Noble-Avenue-Elementary	**Noble Avenue Elementary School**
4.20	**Ranchito Avenue Elementary**	https://ranchitoavees.lausd.org/ https://explore.lausd.org/school/1619201/Ranchito-Avenue-Elementary	**Ranchito Avenue Elementary School**
4.21	**Ivy Bound**	https://ivyboundacademy.org/	**Ivy Bound Academy**
4.22	**Hesby Oaks Leadership**	https://hesbyoaks.com/ https://explore.lausd.org/school/1452101/Hesby-Oaks-Leadership-Charter	**Hesby Oaks Leadership Charter School**
4.23	**James**	https://madisonms.lausd.	**James Madison Middle School**

	Madison Middle	org/apps/pages/index.jsp?uREC_ID=4241706&type=d&pREC_ID=2515336 https://explore.lausd.org/school/1823001/James-Madison-Middle-School	
4.24	**Panorama City Elementary**	https://panoramacityes.lausd.org/ https://explore.lausd.org/school/1560401/Panorama-City-Elementary	**Panorama City Elementary School**
4.25	**Riverside Drive Charter School**	https://www.riversidedrivecharter.org/ https://explore.lausd.org/school/1631501/Riverside-Drive-Charter-School	**Riverside Drive Charter School**
4.26	**Chase Street**	https://chasestes.lausd.org/ https://explore.lausd.org/school/1301401/Chase-Street-Elementary	**Chase Street Elementary School**
4.27	**Gault Street**	https://gaultstes.lausd.org/ https://explore.lausd.org/school/1411001/Gault-Street-Elementary	**Gault Street Elementary School**
4.28	**Rosa Parks Learning Center**	https://rosaparkslc.lausd.org/apps/pages/index.jsp?uREC_ID=3797501&type=d&pREC_ID=2456937 https://rosaparkslc.lausd.org/apps/pages/index.jsp?uREC_ID=3797501&type=d&pREC_ID=2456938	**Rosa Parks Learning Center**
4.29	**Coldwater Canyon**	https://coldwateres.lausd.org/ https://explore.lausd.org/school/1315101/Coldwater-Canyon-Elementary	**Coldwater Canyon Elementary School**
4.30	**Langdon Ave**	https://langdonavees.lausd.org/apps/pages/index.jsp?uREC_ID=3796762&type=d&pREC_ID=2455265 https://explore.lausd.org/school/1477501/Langdon-Avenue-Elementary	**Langdon Avenue Elementary School**
4.31	**Alta California Elementary**	https://www.altacaliforniaelementary.org/	**Alta California Elementary School and Gifted Magnet**

		https://explore.lausd.org/school/1739801/Alta-California-Elementary	
4.32	**Saticoy Elementary**	https://saticoyes.lausd.org/ https://explore.lausd.org/school/1656501/Saticoy-Elementary	**Saticoy Elementary School**
4.33	**Primary Academy for Success School**	https://pass.lausd.org/ https://explore.lausd.org/school/1477601/Primary-Academy-for-Success-School	**Primary Academy for Success School (P.A.S.S.)**
4.34	**Valor Academy Elementary (VAES_Academic Program)**	https://brightstarschools.org/VAES https://explore.lausd.org/school/1477601/Primary-Academy-for-Success-School	**Valor Academy Elementary School**
4.35	**John B Monlux Elementary**	https://monluxes.lausd.org/ https://explore.lausd.org/school/1534201/John-B-Monlux-Elementary	**John B. Monlux Elementary School**
4.36	**Sherman Oaks Elementary_Charter Petition_LCAP-About Us-Sherman Oaks Elementary Charter**	https://www.shermanoakselementarycharter.com/ https://explore.lausd.org/school/1669901/Sherman-Oaks-Elementary-Charter-School	**Sherman Oaks Elementary Charter School**
4.37	**Valor Academy Middle VAMS_Academic Program**	https://brightstarschools.org/VAMS	**Valor Academy Middle School (VAMS)**
4.38	**Dixie Canyon Community Charter**	https://dixiecanyones.lausd.org/ https://explore.lausd.org/school/1343801/Dixie-Canyon-Community-Charter	**Dixie Canyon Community Charter School**
4.39	**Bassett Elementary**	https://bassettstes.lausd.org/	**Bassett Street Elementary**:
4.40	**Columbus Avenue**	https://columbusavees.lausd.org/	**Columbus Ave ES**

SECTION 5: CONSIDERATION of ACADEMIC PERFORMANCE
NARRATIVE
a. In the space below, discuss the current academic performance levels (i.e., California School Dashboard outcomes) of existing public schools (District and charter) within the target community which serve any of the same grade levels (inclusive of the proposed additional grade level(s), if applicable) served by the requesting charter school (as indicated on the list of Schools within the Community provided by the CSD).
5a Dashboard Performance Summary of Comps **Comp Elementary Schools for ICS**

School	Distance	Grades	ELA	Math	ELPI	CA	Suspension
Ingenium Charter School	**0**	**TK-5**	**-54.4**	**-58.4**	**41.6%**	**40.2%**	**0.0%**
Columbus Ave	0.36	K-5	-75.6	-88.7	39.1%	24.2%	0.2%
Bassett St	0.42	K-5	-63.7	-58.4	53.9%	35.1%	0.0%
Sylvan Park	0.62	K-5	-55.6	-74.6	47.2%	29.1%	0.3%
Ararat Charter	0.67	TK-5	-14.3	-27.8	58.6%	31.3%	0.0%
Van Nuys	0.72	K-5	-52.8	-98.3	48.6%	27.5%	4.1%
Ararat Charter	0.78	TK-5	-14.3	-27.8	58.6%	31.3%	0.0%
Valerio St	0.88	K-5	-62.9	-72.4	43.2%	37.9%	0.0%
Cardenas	0.91	K-5	-60.2	-74.8	48.5%	27.1%	0.0%
Kester Ave	1.04	K-5	65.5	47.2	63.0%	15.8%	0.1%
Hazeltine Ave	1.15	K-5	-42.5	-55.1	50.5%	34.3%	0.4%
Kittridge St	1.2	K-5	-47.5	-49	54.5%	32.0%	0.5%
Cohasset St	1.41	K-5	-75.1	-63.6	52.5%	29.0%	0.6%
Chandler	1.8	K-5	31.9	25.3	50.0%	20.6%	0.2%
Obama	1.85	K-5	-50.6	-63.2	57.1%	37.1%	1.1%
Erwin St	2.04	K-5	-18.2	-27.9	61.4%	25.5%	25.5%
Burton St	2.05	K-5	-51.5	-65.9	59.5%	34.7%	0.0%
Noble Ave	2.07	K-5	-60.1	-62	43.8%	27.2%	0.2%
Ranchito Ave	2.07	K-5	-23.1	-21.5	50.0%	35.6%	0.2%
Hesby Oaks Leadership Chrtr	2.29	TK-8	49	28	11.0%	11.0%	0.0%
Panorama City	2.38	K-5	-36.5	-38.9	66.1%	15.3%	0.0%
Riverside Dr Chrtr	2.5	TK-5	27.5	10.2	60.0%	21.3%	0.5%
Chase St	2.58	K-5	-57.9	-66.5	44.0%	31.7%	0.0%
Gault St	2.66	K-5	-10	-21.4	53.1%	30.7%	0.0%
Parks Lrng Ctr	2.68	K-5	-73.7	-81.7	56.3%	24.9%	0.0%
Coldwater Canyon	2.72	K-5	-44.7	-60.6	48.9%	33.3%	0.3%
Langdon Ave	2.72	K-5	-96.7	-83.5	47.9%	33.6%	0.5%
Alta California	2.74	K-5	-29.9	-33.1	67.6%	35.9%	0.4%
Saticoy	2.74	K-5	-34.3	-30.3	57.5%	45.6%	0.2%
Primary Academy for Success	2.79	K-2	-33.8	-20.3	60.9%	33.7%	0.0%
Valor Academy Elem	2.82	TK-4	-31.2	-32.1	39.2%	25.7%	0.0%
Monlux	2.87	K-5	-8	-10	66.1%	27.9%	0.1%
Sherman Oaks Chrtr	2.94	TK-5	17.4	5.2	78.9%	22.4%	0.2%
Dixie Canyon Comm Chrtr	3.62	TK-5	49.6	19.5	69.6%	19.2%	0.2%

Comp Middle Schools for ICMS

School	Distance	Grades	ELA	Math	ELPI	CA	Suspension
Ingenium Charter Middle School	**0**	**6-8**	**-73**	**-129.6**	**40.0%**	**36.6%**	**3.0%**
Armstrong Middle	0.72	6-8	14.8	-52.6	61.1%	24.0%	0.9%
Mulholland Middle	0.91	6-8	-50.6	-87.1	44.4%	29.7%	0.1%
Fulton College Prep	0.97	6-12	-81.9	-138.7	29.1%	34.3%	0.3%
Van Nuys Middle	1.65	6-8	-52.8	-98.3	48.6%	27.5%	4.1%
Vista Middle	1.88	6-8	-85	-132.8	46.3%	37.2%	0.3%
Ivy Bound Math, Sci & Tech	2.23	5-8	-59.8	-80.1	61.5%	27.0%	0.0%
Hesby Oaks Leadership Chrtr	2.29	TK-8	49	28	11.0%	11.0%	0.0%
Madison Middle	2.35	6-8	-60	-105.8	52.9%	35.3%	0.3%
Valor Academy Chrtr	2.97	5-8	-29.6	-89.3	55.5%	14.5%	2.3%

5A. Dashboard Performance Summary of Comps

On the 2023 California School Dashboard, ICS and ICMS demonstrate competitive performance across key indicators when compared to neighboring schools. While ICS and ICMS face challenges similar to those of their peers, both schools show strengths in critical areas such as behavioral management, with notably low suspension rates, and are making strides in academic performance, particularly when considering the context of their student populations.

Elementary Schools

In English Language Arts (ELA), ICS (-54.4 DFS, Orange) is positioned strongly against several nearby schools. For instance, Columbus Ave (-75.6 DFS, Orange) and Cohasset St (-75.1 DFS, Red) both performed significantly worse, indicating that ICS students are achieving more favorable outcomes despite similar demographic and community challenges. Sylvan Park (-55.6 DFS, Yellow) is the closest in performance to ICS, with both schools receiving a “Yellow” rating, though ICS outpaces in terms of consistency across other metrics. The standout performer, Kester Ave (65.5 DFS, Green), is an outlier in the dataset, indicating an area for potential learning and collaboration for ICS to further elevate its ELA performance.

In Mathematics, ICS (-58.4 DFS, Yellow) outperforms Columbus Ave (-88.7 DFS, Yellow) and Valerio St (-72.4 DFS, Yellow), demonstrating that ICS is on par with or better than many of its local peers. The performance of Kester Ave (47.2 DFS, Blue) in Math again highlights an exceptional case, but ICS remains competitive, especially when considering that it has room for improvement and strategies in place to target these gaps.

The English Learner Progress Indicator (ELPI) shows a diverse range of performances across the schools. ICS’s ELPI rate of 41.6% (Orange) is reflective of the challenges in supporting English Learners, yet it still compares favorably against schools like Columbus Ave (39.1%, Red) and Valerio St (43.2%, Red), both of which received “Red” marks. Meanwhile, Sylvan

Park (47.2%, Orange) and Van Nuys (53.4%, Green) have shown better results, providing a benchmark for ICS to aim towards as it continues to enhance its EL support strategies.

Chronic Absenteeism is a concern across the board, with ICS reporting a 40.2% rate (Yellow). However, ICS is not alone in facing high absenteeism challenges, as seen at Valerio St (37.9%, Yellow) and Ranchito Ave (35.6%, Red). The chronic absenteeism rates in these schools suggest a broader regional issue, though ICS' relatively high rate does indicate a need for targeted interventions to improve student attendance.

ICS shines in its Suspension Rate, with a 0% rate (Blue), indicating excellent behavioral management and a supportive school climate. This is a significant achievement, especially when compared to peers like Sylvan Park (0.3%, Green) and Kittridge St (0.5%, Blue), which, although low, still demonstrate some level of student suspensions. This strength in creating a positive, inclusive school environment positions ICS as a leader in behavioral management among its peer group.

Middle Schools

ICMS faces a challenging landscape but shows competitive performance in key areas. In ELA, ICMS (-73 DFS, Orange) outperforms nearby schools such as Vista Middle (-85 DFS, Red) and Fulton College Prep (-81.9 DFS, Red), both of which received "Red" ratings, indicating "very low" performance. While Van Nuys Middle (-52.8 DFS, Orange) performed better, ICMS remains competitive, particularly considering its commitment to continuous improvement and targeted instructional strategies.

In Mathematics, ICMS (-129.6 DFS, Orange) shows that while there is room for growth, it still compares favorably against Fulton College Prep (-138.7 DFS, Red) and Vista Middle (-132.8 DFS, Red), both of which are struggling significantly in this area. ICMS's performance in Math, while still in the "Orange" range, demonstrates resilience in an area that is traditionally challenging across the board.

The ELPI at ICMS (40%, Orange) is another area where the school shows competitive performance. While Fulton College Prep (29.1%, Red) lags significantly, ICMS is closer to the regional average, with other schools like Vista Middle (46.3%, Orange) and Van Nuys Middle (48.6%, Orange) showing somewhat better results. Armstrong Middle (61.1%, Yellow) leads in this area, setting a benchmark for ICMS to strive towards.

Chronic Absenteeism is a critical issue for ICMS (36.6%, Red), but it is not unique in facing this challenge. Similar issues are seen at Vista Middle (37.2%, Yellow) and Fulton College Prep (34.3%, Orange), indicating that absenteeism is a widespread concern in the region. This highlights the importance of continued efforts at ICMS to engage students and families to improve attendance.

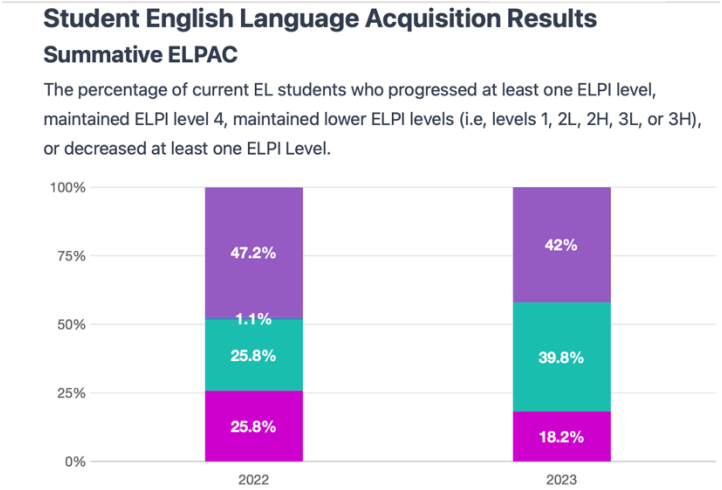
In terms of Suspension Rate, ICMS (3%, Orange) has a higher rate than some of its peers, such as Armstrong Middle (0.9%, Green) and Mulholland Middle (0.1%, Blue), but it remains within a manageable range. This suggests that while there are some challenges with student behavior, ICMS's strategies are generally effective, though there is room for improvement in reducing suspensions further.

Conclusion
Overall, ICS and ICMS demonstrate competitive performance in a challenging educational landscape. While there are areas for growth, particularly in Mathematics and Chronic Absenteeism, both schools are performing on par with or better than many nearby schools in the community, across several critical metrics. ICS excels in its low suspension rate, setting an example for positive behavioral management, while ICMS shows resilience in ELA and Math despite the challenges faced. The results highlight the important role that Ingenium Schools play in providing a strong alternative for families in the community, particularly for those seeking a school with robust behavioral management practices and a commitment to continuous academic improvement.

b. In the space below, discuss the current academic performance levels (i.e., California School Dashboard outcomes) of the requesting charter school. Please ensure this discussion includes consideration of all applicable California School Dashboard indicators.

5b Our Performance
ICS received "low" marks for ELA, at -54.4 DFS and "medium" marks in Mathematics, with -58.4 DFS. We are proud to report that our Math scores increased by 19.8 points from the previous year. Out of the five nearest comparison elementary schools, only Van Nuys Elementary outperformed Ingenium in either ELA or Math.

ICS received a "low" mark in English Learner progress with 41.6% EL progress. While our number of students who progressed at least One ELPI level declined by 6.7 percentage points from the previous year, we are pleased that are number of ELs who maintained ELPI levels 1, 2L, 2H, 3L, 3H increased by 14 percentage points, and our ELs who decreased at least one ELPI level dropped by 7.6 percentage points.



ICS received a “medium” mark for Chronic Absenteeism with 40.2% chronically absent. While still far from where we want to be post-pandemic, we are happy to report that our numbers declined by five percentage points from the previous year. We are also happy to report we had a 0.0% suspension rate, receiving the highest mark of “very high” on the California Dashboards.

ICMS received “low” marks in ELA and Math, at -73 DFS and -129.6 DFS, respectively. While we continue to improve our ELA and Math programs, we are happy to report our ELA scores increased by 5 points from the previous year, and our math scores increased by 18.5 points. Compared to the three closest middle schools in our target radius, only one, Van Nuys Middle, outperformed our students in ELA and Math.

We received “low” marks in ELPI, with 40% EL progress, and received “very low” marks for Chronic Absenteeism, with 36.6% chronically absent, and “low” marks for suspension with a 3.0% suspension rate.

Again, we believe that our unique model and the advantages of a dedicated space that meets our needs will provide a tremendous benefit to students and families living near the Kester Ave Location.

c. In the space below, discuss how the proposed action (additional site, new site (for a move), or additional grade levels) will meet the academic needs of students the charter school proposes to serve and support increased student achievement in the target community, informed by the analyses of academic performance noted in 5.a and 5.b above.

As detailed in the previous sections, the proposed move to a new, larger campus will significantly enhance our ability to meet the academic needs of our students and support their achievement in the target community. The current limitations in space have constrained our ability to fully implement our instructional programs, provide personalized interventions, and create an environment conducive to the holistic development of our students. This move will directly address these issues and create a transformative learning environment that will foster

greater academic success.

EVIDENCE TABLE (Add additional rows as needed)			
Citation	**File Name**	**Link (optional)**	**Description of Evidence**
5.1	**2023 Sylvan Park Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336019418/2023	California School Dashboard School Performance Overview
5.2	**2023 Van Nuys Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336019699/2023	California School Dashboard School Performance Overview
5.3	**2023 Louis Armstrong Middle Dashboard Report**	https://caschooldashboard.org/reports/19647336058150/2023	California School Dashboard School Performance Overview
5.4	**2023 Ararat Charter Dashboard Report**	https://caschooldashboard.org/reports/19647330121079/2023	California School Dashboard School Performance Overview
5.5	**2023 Valerio Street Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336019640/2023	California School Dashboard School Performance Overview
5.6	**2023 Andres Maria Cardenas Elementary Dashboard Report**	https://www.caschooldashboard.org/reports/19647330122218/2023	California School Dashboard School Performance Overview
5.7	**2023 William Mulholland Middle Dashboard Report**	https://caschooldashboard.org/reports/19647336058184/2023	California School Dashboard School Performance Overview
5.8	**2023 Robert Fulton College Preparatory Dashboard Report**	https://caschooldashboard.org/reports/19647336058002/2023	California School Dashboard School Performance Overview
5.9	**2023 Kester Avenue**	https://caschooldashboard.org/reports/196473	California School Dashboard School Performance Overview

	Elementary Dashboard Report	36017727/2023	
5.10	**2023 Hazeltine Avenue Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336017537/2023	California School Dashboard School Performance Overview
5.11	**2023 Kittridge Street Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336017735/2023	California School Dashboard School Performance Overview
5.12	**2023 Cohasset Street Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336016547/2023	California School Dashboard School Performance Overview
5.13	**2023 Van Nuys Middle Dashboard Report**	https://caschooldashboard.org/reports/19647336058333/2023	California School Dashboard School Performance Overview
5.14	**2023 Chandler Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336016422/2023	California School Dashboard School Performance Overview
5.15	**2023 Michelle Obama Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647330126441/2023	California School Dashboard School Performance Overview
5.16	**2023 Vista Middle Dashboard Report**	https://caschooldashboard.org/reports/19647330106971/2023	California School Dashboard School Performance Overview
5.17	**2023 Erwin Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336016943/2023	California School Dashboard School Performance Overview
5.18	**2023 Burton Street Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336016208/2023	California School Dashboard School Performance Overview
5.19	**2023 Noble Avenue Elementary**	https://caschooldashboard.org/reports/19647336018394/2023	California School Dashboard School Performance Overview

	Dashboard Report		
5.20	**2023 Ranchito Avenue Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336018832/2023	California School Dashboard School Performance Overview
5.21	**2023 Ivy Bound Academy of Math, Science, and Technology Charter Middle Dashboard Report**	https://caschooldashboard.org/reports/19647330115113/2023	California School Dashboard School Performance Overview
5.22	**2023 Hesby Oaks Leadership Charter Dashboard Report**	https://caschooldashboard.org/reports/19647330112060/2023	California School Dashboard School Performance Overview
5.23	**2023 James Madison Middle Dashboard Report**	https://caschooldashboard.org/reports/19647336061519/2023	California School Dashboard School Performance Overview
5.24	**2023 Panorama City Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647330109389/2023	California School Dashboard School Performance Overview
5.25	**2023 Riverside Drive Charter School Dashboard Report**	https://caschooldashboard.org/reports/19647336018923/2023	California School Dashboard School Performance Overview
5.26	**2023 Chase Street Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336016455/2023	California School Dashboard School Performance Overview
5.27	**2023 Gault Street Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336017255/2023	California School Dashboard School Performance Overview

5.28	**2023 Rosa Parks Learning Center Dashboard Report**	https://caschooldashboard.org/reports/19647330109371/2023	California School Dashboard School Performance Overview
5.29	**2023 Coldwater Canyon Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336016554/2023	California School Dashboard School Performance Overview
5.30	**2023 Langdon Avenue Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336017776/2023	California School Dashboard School Performance Overview
5.31	**2023 Alta California Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647330122184/2023	California School Dashboard School Performance Overview
5.32	**2023 Saticoy Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336019087/2023	California School Dashboard School Performance Overview
5.33	**2023 Primary Academy for Success Dashboard Report**	https://caschooldashboard.org/reports/19647336116842/2023	California School Dashboard School Performance Overview
5.34	**2023 Valor Academy Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647330133694/2023	California School Dashboard School Performance Overview
5.35	**2023 John B. Monlux Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336018196/2023	California School Dashboard School Performance Overview
5.36	**2023 Sherman Oaks Elementary Charter Dashboard Report**	https://caschooldashboard.org/reports/19647336019186/2023	California School Dashboard School Performance Overview
5.37	**2023 Valor Academy Middle Dashboard**	https://caschooldashboard.org/reports/19647330120022/2023	California School Dashboard School Performance Overview

	Report		
5.38	**2023 Dixie Canyon Community Charter Dashboard Report**	https://caschooldashboard.org/reports/19647336016778/2023	California School Dashboard School Performance Overview
5.39	**2023 Bassett Street Elementary Dashboard Report**	https://caschooldashboard.org/reports/19647336015960/2023	California School Dashboard School Performance Overview
5.40	**2023 Columbus Avenue Dashboard Report**	https://caschooldashboard.org/reports/19647336120679/2023	California School Dashboard School Performance Overview

(OPTIONAL) SECTION 6:
ADDITIONAL INFORMATION

The charter school may present additional information for consideration in the Community Impact Assessment, including but not limited to information pertaining to the needs and achievement of historically underserved students (e.g., Foster Youth, English Learners, Socioeconomically Disadvantaged students, etc.), and the proposed allocation of resources and/or investments to improve student outcomes. Petitioners are encouraged to cite and address the District's goals and/or priority areas.

NARRATIVE

In the space below, present any additional information for consideration in the Community Impact Assessment, consistent with the italicized language above.

EVIDENCE TABLE
(Add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
6.1			

6.2			
6.3			
6.4			
6.5			
6.6			
6.7			
6.8			
6.9			
6.10			

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TAB 29

Postponed to February 11, 2025 meeting

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Res-038-24/25, **Version:** 1 **Postponed to February 11, 2025**

Dr. Rivas, Mr. Schmerelson - Community-Centered Greening Initiatives: Strengthening Equity Through Parent Engagement and External Partnerships (2024) (Res-038-24/25) (Noticed December 10, 2024)

Whereas, In alignment with the Los Angeles Unified School District (District) 2022-2026 Strategic Plan, Pillar 3: Engagement and Collaboration, the District is committed to fostering strong relationships and honoring diverse perspectives by engaging students, parents, and community partners in greening initiatives that center equity and inclusion;

Whereas, Consistent with Pillar 2: Joy and Wellness, the District recognizes that creating welcoming, green learning environments promotes whole-child well-being, strengthens social-emotional skills, and enhances students' ability to thrive academically and personally;

Whereas, The District is committed to increasing green space on campuses to 30% by 2035, prioritizing low-income communities and communities of color, through converting asphalt to green space, addressing soil contamination, and ensuring ADA compliance (Res 002-22/23);

Whereas, The District recognizes that strong external partnerships are critical to mitigating the financial costs of greening initiatives while amplifying their impact;

Whereas, The District acknowledges that meaningful engagement with Black and brown communities is essential to ensuring equity in greening initiatives and recognizes the need for robust, ongoing parent and community participation;

Whereas, The emerging green economy presents significant opportunities to create pathways for Black and brown students and families into sustainable, high-wage jobs that address climate challenges;

Whereas, Strong partnerships with labor organizations are essential to ensuring these pathways are accessible, lead to high-quality careers, and support family-sustaining wages; and

Whereas, Research demonstrates that community involvement in the design and implementation of green infrastructure projects is a key factor in their long-term success and sustainability; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District (Board) expresses its sincere gratitude to all community partners, parents, and students for their dedication to fostering equitable, sustainable, and thriving learning environments, and commits to accelerating efforts to strengthen these vital relationships;

Resolved further, That the Board directs the Superintendent, in collaboration with the Office of Eco-Sustainability, to invest in and strengthen external partnerships to advance greening initiatives by

mitigating costs for partners through District resources, including but not limited to eligible bond funds. This includes costs associated with ADA retrofits, District staff time, project fees, and testing requirements, thereby incentivizing collaboration and maximizing the impact of greening projects. Furthermore, the Superintendent shall ensure that staffing time dedicated to these initiatives reflects the scale and complexity of each project, with a focus on streamlining processes and promoting equitable access to greening projects in underserved and marginalized communities;

Resolved further, That the District shall strengthen community engagement in greening initiatives prioritizing the leadership of Black and brown communities, by (1) expanding the Office of Eco-Sustainability to include culturally reflective and regional support systems, and (2) creating more opportunities for parent-led collaboration in school-based greening and climate resilience efforts;

Resolved further, That the Superintendent shall conduct a Green Jobs Pathways Study centered on Black and brown communities to augment partnerships with local businesses, trade unions, and educational institutions, mapping pathways into the green economy for students and families with an emphasis on creating and incentivizing opportunities that lead to high-paying careers. The study will identify emerging green sectors, such as renewable energy and sustainable construction, among others, and align existing District programs to enhance career readiness by expanding pilot initiatives and partnerships that provide internships, apprenticeships, and certifications; and, be it finally

Resolved, That the Superintendent shall present to the Board within 90 days a comprehensive plan outlining the steps, timelines, and responsible parties for implementing the directives in this resolution, including clear, measurable benchmarks and goals to assess progress.

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333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Res-040-24/25, **Version:** 1

Mr. Melvoin - It Takes a Village: Expanding LA Unified's Housing Efforts (Res-040-24/25) (Waiver of Board Rule 72)

Whereas, Los Angeles is experiencing a housing crisis, and skyrocketing rents and home prices are leading to higher costs of living and increasing levels of homelessness. The Affordable Housing Outcomes Report presented to the Los Angeles County Board of Supervisors in September 2023, found that the County lacks over 500,000 affordable homes to meet the current demand among renter households at or below 50 percent of the area median income;

Whereas, Los Angeles Unified School District (District) employees commute long distances to serve our students while seeking reasonably priced rentals and homes outside District boundaries;

Whereas, The District operates 1,200 schools and centers and owns 21,000 buildings-more than 78 million square feet-and 6,400 acres or 10 square miles of land;

Whereas, The District has underutilized assets including closed schools or other facilities, former agricultural land, and portions of school sites with excess storage;

Whereas, Joint occupancy and other legal vehicles allow the District to enter into public-private partnerships to leverage underutilized assets for the purpose of providing value to the District;

Whereas, Starting in 2015, the District has utilized specific District-owned properties to provide 185 units of affordable family housing-with preference given to District staff and employees-at Sage Park in Gardena, Selma Community Housing in Hollywood, and Norwood Learning Village in Los Angeles;

Whereas, Currently, over 7,000 District employees are on the waitlist for housing at the three existing projects;

Whereas, Providing employee housing will help make the District an employer of choice by helping attract and retain qualified teachers and staff, reducing commute times to and from work which has a positive impact on the environment, and alleviating the regional housing shortage;

Whereas, In September 2016, The Governing Board of the Los Angeles Unified School District unanimously passed "Exploring Options to Develop Workforce Housing in Sun Valley for Employees of the Los Angeles Unified School District" which directed the Superintendent to study the development of additional workforce housing;

Whereas, In March 2017, the Facilities and Audit Committee received a presentation entitled, "Using Underutilized Assets to Address District Goals and Priorities;"
Whereas, In November 2018, the Board passed "Increasing Opportunities and Supports for Our Homeless Students and Families" in order to support students and families experiencing homelessness;

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Whereas, In June 2020, The Superintendent presented a Real Estate Evaluation detailing the 21,000 District owned buildings across 6,400 acres of land. The goal was to develop 2,000 units of housing for LA Unified employees, including teachers;

Whereas, In November 2020, the Superintendent recommended that the Board approve the issuance of Request for Proposals (RFPs) seeking proposals for the sale, lease, exchange, or other disposal of three District properties and consider proposals for employee housing at 10 vacant District properties;

Whereas, In June 2021, the District launched a new effort to provide affordable housing which would allow District teachers, staff and families to live in the communities they serve. The Board authorized $1.5 million from the General Fund to conduct due diligence activities for the purpose of identifying options to provide affordable employee housing;

Whereas, In Fall 2023, the District released a Request for Expression of Interest (REI) for the development and financing of housing for District employees and families. It garnered responses from development firms and financial institutions willing to support the District's housing initiative. The below preliminary sites identified in the REI included nine District owned sites that were vacant and/or underutilized and not part of a school:

- Paved parking lot located at 4523 Exposition Blvd. Los Angeles, CA 90016;
- Vacant parcel adjacent to Vista Hermosa Park;
- Vacant lot located at the intersection of Shoup Ave. and Collins St.;
- Multiple portable buildings and parking lot located at 1049 N. Fairfax Ave. West Hollywood, CA 90046;
- Vacant paved lot located at 2726 Francis Ave. Los Angeles, CA 90005;
- Vacant paved lot located at 644 E 56th St. Los Angeles, CA 90011;
- Vacant paved lot located at 234 E 112th St. Los Angeles, CA 90061;
- Vacant 3-story medical building, surface parking, and storage building located at 10339 Balboa Blvd. Granada Hills, CA 91344; and
- Vacant unimproved lot located at 4315 New York Ave. Los Angeles, CA 90022

Whereas, In November 2023, a Community Briefing was held to discuss the District’s initiative regarding affordable housing and preview the survey to assess housing heeds;

Whereas, In May 2024, the District surveyed employees and families to gauge interest in a range of housing options. Data from the survey is meant to support the District's efforts to potentially repurpose underutilized real estate assets to provide housing that is more affordable for employees and families;

Whereas, In October 2024, the Facilities and Procurement committee heard an update on the District's Housing Initiative; and

Whereas, Despite the extensive timeline and current demand for housing, the District has not yet released RFPs for workforce housing for over a decade and can’t say with certainty when they will be released; now, therefore be it

Resolved, At the Committee of the Whole meeting on January 28, 2025, the Los Angeles Unified

School District shall present to the Governing Board of the Los Angeles Unified School District and the public the following:

- Data collected from the Housing Survey and appropriate analysis;
- Plan to solicit proposals by June 1, 2025, for the nine vacant and/or underutilized sites identified in the REI to create additional affordable workforce housing units;
- Timeline of key dates and activities from now through the proposed completion of the aforementioned units; and, be it finally

Resolved, That the District shall provide quarterly reports to the Board outlining progress towards the development of employee housing units until they are completed.

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333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Res-041-24/25, **Version:** 1

Ms. Newbill - Commemorating the Life and Legacy of Dr. Martin Luther King, Jr. and the National Day of Service (Res-041-24/25) (Waiver of Board Rule 72)

Whereas, The Reverend Dr. Martin Luther King, Jr. devoted his life to the struggle for justice and equality;

Whereas, Dr. Martin Luther King, Jr. was universally recognized as a proponent of nonviolence in the pursuit of freedom and justice in the United States;

Whereas, Dr. Martin Luther King, Jr. was awarded the Nobel Prize for Peace in 1964 in recognition of his outstanding leadership in pursuit of that goal;

Whereas, In May 1964, Dr. Martin Luther King, Jr. addressed nearly 15,000 Angelenos at the Los Angeles Memorial Coliseum on the issues of race relations and human dignity;

Whereas, Today's social, political and economic landscape reiterates the need for Dr. Martin Luther King, Jr.'s philosophies and message of nonviolence and is reflected in The King Center's theme for 2025, "Mission Possible: Protecting Freedom, Justice, and Democracy in the Spirit of Nonviolence365";

Whereas, Dr. Martin Luther King, Jr. Day has been recognized as a national holiday since 1984 and became a National Day of Service in 1994 by the passage of the King Holiday and Service Act by the US Congress;

Whereas, The Dr. Martin Luther King, Jr. National Day of Service is a part of United We Serve, a national call to service initiative established by President Obama;

Whereas, Dr. Martin Luther King, Jr. firmly believed that the pursuit of justice, equality, and a new sense of dignity for millions of Black people, and opens, for all Americans a new era of progress and hope;

Whereas, The Dr. Martin Luther King, Jr. National Day of Service, calls for Americans from all walks of life to work together to provide solutions to the most pressing national and local problems;

Whereas, On January 20, 2025, the Dr. Martin Luther King, Jr. holiday will mark the 30th anniversary as a National Day of Service; and

Whereas, Our students, parents, and staff will benefit from all projects and programs that increase participation in acts of community service; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes the third

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Monday in January as a day of service in honor of Dr. Martin Luther King, Jr. and his principle of justice for all;

Resolved further, That on Monday, January 20, 2025, we encourage all students, parents, teachers, and staff to observe this MLK National Day of Service by engaging in volunteer activities to help our community become a better world; and be it finally

Resolved, That schools provide students and parents with suggestions of appropriate instructional and community activities that can be conducted during and following the MLK National Day of Service on January 20, 2025.

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333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Res-042-24/25, **Version:** 1

Ms. Newbill - National Day of Racial Healing 2025 (Res-042-24/25) (Waiver of Board Rule 72)

Whereas, The National Day of Racial Healing is an annual observance created by W.K. Kellogg Foundation in 2017 to plan for and bring about transformational and sustainable change, and to address the historic and contemporary effects of racism;

Whereas, The National Day of Racial Healing is an opportunity for individuals, organizations, and communities to come together to recognize our shared humanity, address the wounds caused by racism, and work toward building a more equitable and inclusive society;

Whereas, The National Day of Racial Healing creates space for people to talk openly about their personal and collective experiences and build the trust needed to advance racial equity;

Whereas, The National Day of Racial Healing invites participants to engage in meaningful dialogue and reflection on the personal and collective steps needed to foster racial healing in our communities;

Whereas, The legacy of racism in the United States is multifaceted, with colonization and enslavement setting the stage for centuries to come;

Whereas, The devastating effects of racism continue today, with many communities of color cut off from access to essentials like jobs, transportation, safe housing, healthcare and good food;

Whereas, Racial healing involves building trusting relationships that help us work together to address the impact and damage caused by racism;

Whereas, Fundamental to the National Day of Racial Healing is a clear understanding that racial healing is at the core of racial equity; and

Whereas, The National Day of Racial Healing is observed every year on the Tuesday following Martin Luther King, Jr. Day; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes January 21, 2025, as National Day of Racial Healing;

Resolved further, That the Board will work toward more equitable outcomes in the areas of education programs, community engagement, workforce development, procurement policy, and human resources;

Resolved further, That the Board will increase staff awareness and education, will continue to provide region wide training to educate employees on implicit bias and racial equity since each department offers services which impact efforts to provide equitable outcomes for the community;

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Resolved further, That the Board will strive to engage in open and honest dialogue with experts on the subject of racial equity and with each other during forums such as Board retreats, community forums or other appropriate LAUSD sessions;

Resolved further, That the Board will unite all of these efforts to continue to thoughtfully and effectively update, eliminate, or create internal and external policies, practices and programs that dismantle existing racial disparities with the understanding that these methods will need to be updated and improved over time; and, be it finally

Resolved, That the Board encourages all students, parents, teachers, and staff to visit <https://dayofracialhealing.org/> for National Day of Racial Healing resources, information, and events.

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TAB 33

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Res-043-24/25, **Version:** 1

Ms. Newbill - Celebration of Black History Month 2025 (Res-043-24/25) (For Action February 11, 2025)

Whereas, Black History Month, or National African American History Month, is an annual celebration of achievements by Black Americans and a time for recognizing the central role of African Americans in United States history;

Whereas, Dr. Carter G. Woodson, a Harvard trained historian, like W.E.B. DuBois before him, believed that truth would not be denied and that reason would prevail over prejudice, and as a result announced "Negro History Week" in 1925 to raise awareness of the contributions of African Americans;

Whereas, It is commonly stated that Dr. Carter G. Woodson selected February as the month to host "Negro History Week" because it encompasses the birthdays of two great Americans who played a prominent role in shaping Black history, namely Abraham Lincoln and Frederick Douglass, whose birthdays are February 12th and 14th respectively;

Whereas, Dr. Carter G. Woodson envisioned the study and celebration of Black people as a race, and emphasized the contributions of countless Black men and women to the advancement of human civilization;

Whereas, Since 1976, the commemoration was extended from a week-long event to the entire month of February;

Whereas, Every United States President has officially designated the month of February as Black History Month and other countries around the world, including Canada and the United Kingdom, also devote a month to celebrating Black history;

Whereas, Established by Dr. Carter G. Woodson in 1915, the Association for the Study of African American Life and History (ASALH) strives to promote, research, preserve, interpret, and disseminate information about Black life, history, and culture to the global community.

Whereas, The 2025 theme for Black History Month established by the ASALH is "African Americans and Labor";

Whereas, Labor of all kinds - free and unfree, skilled, and unskilled, vocational and voluntary - is central to Black history and culture;

Whereas, Black labor has been instrumental in shaping lives, cultures, and histories of Black people and the societies in which they live from the era of slavery to present day;

Whereas, During enslavement, Black labor built the foundations of this country;

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Whereas, After the Civil War, ex-slaves had to adjust to freedom and a new labor system as the country transitioned from an agricultural based economy to an industrial one;
Whereas, The formation of trade unions increased during Reconstruction, but often excluded African Americans, therefore Black workers began to organize on their own;

Whereas, African Americans made significant gains in industrial employment, particularly in the steel, automobile, shipbuilding, and meatpacking industries due to the labor shortage created by Word War I;

Whereas, Progressive race leaders like Fredrick Douglass, W.E.B. Dubois, A. Philip Randolph and Rev. Dr. Martin Luther King Jr. saw unions as essential to Black workers achieving equality;

Whereas, In 1925 A. Philip Randolph began his fight to gain recognition of the Brotherhood of Sleeping Car Porters by the Pullman Car Company, the American Federation of Labor (AFL), and the U.S. government, and 2025 marks the 100-year anniversary of the creation of Brotherhood of Sleeping Car Porters and Maids;

Whereas, Dr. Martin Luther King, Jr. was speaking in support of the "I Am a Man" strike of Black Memphis sanitation workers when he was assassinated in 1968;

Whereas, There are over 21 million African Americans in the United States labor force today and account for approximately 13 percent of the US work force;

Whereas, African Americans make up especially large shares of employees in certain occupations, including postal service clerks, transit and intercity bus drivers, nursing assistants, security guards and gambling surveillance officers, and home health aides;

Whereas, Black workers generally earn less than U.S. workers overall and the unemployment rate for Black Americans is the highest of any racial or ethnic group and roughly double the rate for the U.S. overall;

Whereas, Black workers are the most likely to say they've experienced discrimination at work because of their race or ethnicity;

Whereas, Black History Month aims to mitigate the persistent and ongoing failure to acknowledge the contributions of Black Culture, Black Inventors, Black Artists, Black Artisans, Black Advocacy, Black Leaders, Black Civic Engagement, and Black workers to American history and society;

Whereas, Black people continually remain optimistic and confident about the path ahead while leading the courageous, yet hard fought fights for the rights, liberties, and freedoms that many marginalized communities are now beneficiaries; and

Whereas, Our democracy's founding ideals were exclusionary when they were written, but Black Americans have continuously fought to make them true; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes February as National Black History Month;

Resolved further, That the Board acknowledges that all people of the United States are beneficiaries of

the wealth of history given to all by Black Culture, Black Inventors, Black Artists, Black Artisans, Black Advocacy, Black Leaders, Black Civic Engagement, and Black workers;

Resolved further, That the Board embeds the study of Black History and Black Labor into the core curriculum of its Ethnic Studies, African American History courses, and African American Literature so that this critical learning lives in the minds of our students beyond the month of February;

Resolved further, That the Board direct the Superintendent to expand upon the District's existing efforts, such as the Black Student Achievement Plan, to continue to identify strategies and tactics to align resources targeted toward eliminating anti-racist educational practices and closing the gap of academic achievement outcomes for Black Students; and, be it finally

Resolved, That the Superintendent will work with educators, librarians, all the schools of the District, and our wider community to recognize and celebrate this month with culturally relevant and appropriate curriculum, programs, ceremonies, and activities that generate in-depth discussion of the complex factual history of the United States and the legacy of Black Americans, including labor.

Return to Order of Business

TAB 34

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: 035-24/25, **Version:** 1

Charter Petitions for Public Hearing
January 14, 2025
Charter Schools Division

Puente Charter (Board District 2, Region East)
Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 360 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 501 S. Boyle Ave. Los Angeles, CA 90033.

Justice Street Academy Charter (Board District 3, Region North)
Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 452 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 23350 Justice St. West Hills, CA 91304.

Community Magnet Charter Elementary (Board District 4, Region West)
Consideration of the level of support for a renewal conversion-affiliated charter petition requesting to serve up to 447 students in grades K-5 beginning its next term in the 2025-2026 school year, with a proposed location of 11301 Bellagio Rd. Los Angeles, CA 90049.

Center for Advanced Learning (Board District 5, Region East)
Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 321 students in grades TK-5 beginning its next term in the 2025-2026 school year, with a proposed location of 4016 S. Central Ave. Los Angeles, CA 90011.

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LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION (CSD)

LIST OF CHARTER PETITIONS FOR PUBLIC HEARING

BOARD OF EDUCATION MEETING

JANUARY 14, 2025

	PETITION NAME	TYPE OF CHARTER	PROP. 39 (Y/N)	PERFORMANCE CATEGORY (H/M/L[1])	ACTION TYPE	BD	REGION	PROPOSED ADDRESS OR TARGET LOCATION	PROPOSED GRADE LEVELS	ENORLLMENT	PROPOSED # OF STUDENTS	TERM REQUESTED (By Petitioner)
1.	Puente Charter	Start-Up Independent	N	H	Renewal	2	E	501 S. Boyle Ave. Los Angeles, CA 90033	TK-5	299	360	2025-2031
2.	Justice Street Academy Charter	Conversion Affiliated	N	H	Renewal	3	N	23350 Justice St. West Hills, CA 91304	TK-5	414	452	2025-2030
3.	Community Magnet Charter Elementary	Conversion Affiliated	N	H	Renewal	4	W	11301 Bellagio Rd. Los Angeles, CA 90049	K-5	426	447	2025-2030
4.	Center for Advanced Learning	Start-Up Independent	N	M	Renewal	5	E	4016 S. Central Ave. Los Angeles, CA 90011	TK-5	236	321	2025-2030

[1] H = High, M = Medium, L = Low

Return to Order of Business

TAB 35

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: ROC-007-24/25, **Version:** 1

Report of Correspondence (ROC-007-24/25)

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BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

January 14, 2025

REPORT OF CORRESPONDENCE

The following correspondence addressed to the Board of Education is submitted with the recommended Disposition, "Refer to Superintendent for referral to Office of the General Counsel to take all steps necessary to protect the interests of the Board of Education, including assignment to outside counsel; Controller to draw warrants in such amounts as may be necessary for the payment of costs and fees upon invoices as approved by the Office of the General Counsel":

	FROM	LEGAL ACTION
1.	B&D Law Group	Summons and Complaint for Damages; Case No. 24CMCV00481; Los Angeles County Superior Court Compton Courthouse; Andro Rivera, Plaintiff, v. Los Angeles Unified School District, a California public entity, and Does 1 to 100, Inclusive, Defendants.
2.	Bush Gottlieb – A Law Corporation	Summons and Verified Petition for Writ of Mandate; Case No. 24STCP03837; Superior Court of the State of California for the County of Los Angeles; United Teachers Los Angeles, Plaintiff, v. Los Angeles Unified School District, a California public entity, Defendants.
3.	Carrillo Law Firm	First Amended Complaint For Damages for Negligence; Case No. 24STCV16011; Los Angeles County Superior Court Compton Courthouse; Jane L.N. Doe and Jane Y.M. Doe, Plaintiff, v. Los Angeles Unified School District, a California public entity, and Does 2 to 20, Defendants.
4.	Carrillo Law Firm, LLP	Summons & First Amended Complaint for Damages for Negligence; Case No. 24STCV22503; Superior Court of the State of California, in and for the County of Los Angeles; Jane A.M. Doe, a minor, by and through her guardian ad litem, Araceli B.; Jane B.H. Doe, a minor, by and through her guardian ad litem, Cystal S.; Jane I.C. Doe, a minor, by and through her guardian ad litem, Juana D.R.; Jane L.M. Doe, a minor, by and through her guardian ad litem Karla D.L.M.; Jane S.R. Doe, a minor, by and through her guardian ad litem Fresdesbinda D.; and Jane K.M. Doe, a minor, by and through her guardian ad litem Kassandra B.; and Jane S.I. Doe, a minor, by and through her guardian ad litem, Evelyn R., Plaintiff, v. Los Angeles Unified School District, a California local public entity and Does 1 to 100, inclusive, Defendants.

5.	Downtown L.A. Law Group	Summons & Complaint for Damages: 1. Negligent Failure to Supervise – Female Student [Govt Code §815.2]; Case No. 24VECV06154; Superior Court of the State of California, County of Los Angeles; Andrew Alvarez, a minor, by and through his Guardian ad Litem Gloria Sarah Silva, Plaintiff, v. Los Angeles Unified School District, a public entity, et al. inclusive, Defendants.
6.	Downtown LA Law Group	Summons and Complaint for Damages: 1) Negligent Failure to Supervise (Cal. Govt. Code Section 815.2); Case No. 24STCV27561; Superior Court of the State of California for the County of Los Angeles; Chaeli Flores, a minor, by and through her GAL, Yatdira Arias, Plaintiff, v. Los Angeles Unified School District, a California public entity, and Does 1-50 Inclusive, Defendants.
7.	Khashan Law Firm	Summons and Complaint for Damages; Case No. 24STCV23676; Los Angeles County Superior Court County of Los Angeles; Jasmine Bocanegra and Gandha Saldana, Plaintiff, v. Los Angeles Unified School District, a California public entity, and Does 1 to 35, Inclusive Defendants.
8.	Law Office of Darren Wolfe	Summons & Complaint for Damages Arising from Childhood Sexual Abuse Pursuant to C.C.P. § 340.11; Case No. 24STCV30843; Superior Court of the State of California, County of Los Angeles; Jane Doe C.A., an individual, Plaintiff, v. Los Angeles Unified School District, an entity of unknown form, and Does 1 through 60, Defendant.
9.	Law Offices of Buchsbaum & Haag, LLP	Summons & Complaint for: 1) Disability Discrimination in Violation of the FEHA; and 2) Retaliation in Violation of FEHA; Case No. 24NWCV04254; Superior Court of the State of California, County of Los Angeles; Fernando Lopez, an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 10, inclusive, Defendants.
10.	Law Offices of Hirji & Chau, LLP	Summons & Verified Petition for Writ of Mandate and Complaint for Declaratory and Injunctive Relief for Violations of the Public Records Act; Case No. 24STCP03764; Superior Court of the State of California, County of Los Angeles; Kyesha Griffith, Plaintiff, v. Los Angeles Unified School District, Defendant.
11.	Law Offices of John K Fu	Summons and Petition for an Administrative Writ to Reverse Conclusion of Termination/Suspension of Employment; Case No. 24STCP03979; Superior Court of the State of California for the County of Los Angeles; Peter Palacio, Plaintiff, v. Alberto Carvalho, Superintendent of

		Los Angeles Unified School District, and Does 1-10 Inclusive, Defendants.
12.	Lipeles Law Group, APC	Summons & Complaint: 1) Assault; 2) Sexual Assault; 3) Battery; 4) Sexual Battery; 5) Sexual Harassment and Gender Violence; 6) Negligence Per Se; 7) Violation of the Bane Act; 8) Negligence; 9) Sexual Harassment and Gender Violence; 10) Breach of Statutory Duty; 11) Breach of Fiduciary Duty; 12) Intentional Infliction of Emotional Distress; Case No. 24STCV18904; Superior Court of the State of California, County of Los Angeles; Jane Doe, an individual and a minor, by Marcela Quezada, as guardian ad litem for Jane Doe, and in her individual capacity, Plaintiff, v. Los Angeles Unified School District, a public entity; and Roes 1 through 100, inclusive, Defendants.
13.	Martinian Lawyers, Inc.	Summons & Complaint for Damages: 1) Negligence; 2) Public Entity Liable for Tort of Public Employee in Course and Scope of Public Employment; Case No. 24STCV25821; Superior Court of the State of California, in and for the County of Los Angeles; Irving Gonzalez, an Individual, Plaintiff, v. Los Angeles Unified School District, a governmental entity, and Does 1 through 50, inclusive, Defendants.
14.	Rafii & Associates	Summons and Complaint for Damages: 1) Negligence; 2) Negligent Failure to Warn; 3) Negligent Hiring, Supervision, and Retention; 4) Breach of Mandatory Duty; Failure to Report Suspected Child Abuse; 5) Violation of Section 504 of The Rehabilitation Act of 1973; 6) Violation of Safe Place to Learn Act – Education Code Section 234, et seq.; 7) Survival Action; Case No. 24STCV31849; Superior Court of the State of California for the County of Los Angeles; Sharon Denise Robinson, Individually and as successor-in-interest to E.M., Plaintiff, v. Los Angeles Unified School District, a California public entity, and Does 1-100 Inclusive, Defendants.
15.	Ray & Seyb	Summons & Complaint for Monetary Damages and Demand for Jury Trial: 1) Negligence; 2) Negligent Supervision; Case No. 24CHCV04642; Superior Court of the State of California, County of Los Angeles; Jane Doe, a minor individual, by and through her Guardian Ad Litem Jane Doe, Plaintiff, v. Los Angeles Unified School District; and Does 1 through 100, inclusive, and each of them, Defendants.

16. Sedaghat Law Group — Summons & Complaint: 1) General Negligence; 2) Premises Liability; 3) Liability for the Wrongful Act or Omissions by Public Entity Employees, Gov. Code Section 815.2; Case No. 24VECV03970; Superior Court of the State of California, County of Los Angeles; Maria Ann Masmela, an individual, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.

17. Sedaghat Law Group, APC — Summons & Complaint for Damages: 1) Liability for Dangerous Condition of Public Property; 2) Public Employee Liability for the Wrongful Acts or Omissions; 3) Negligence; and 4) Premises Liability; Case No. 24STCV21095; Superior Court of the State of California, County of Los Angeles; Yonic Rosales, an individual, Plaintiff, v. Los Angeles Unified School District, a government entity, and Does 1 through 100, inclusive, Defendants.

18. Stephan Filip PC — Summons & Complaint: 1) Premises Liability; Case No. 24STCV32049; Superior Court of the State of California, County of Los Angeles; Martha Lopez Cruz, an individual, Plaintiff, v. Los Angeles Unified School District, a public entity, et al., Defendants.

19. Valerie E. Mitchell in Pro Per — Summons & Complaint; Case No. 24STCV30590; Superior Court of the State of California, County of Los Angeles; Valerie E. Mitchell, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.

20. Wilshire Law Firm — Summons & Complaint for Damages: 1) Battery; 2) Assault; 3) Sexual Battery; 4) Intentional Infliction of Emotional Distress; 5) Negligent Hiring, Retention, Training and Supervision; 6) Negligence; 7) Premises Liability; Case No. 24VECV05821; Superior Court of the State of California, County of Los Angeles; Jane Doe, a minor, by and through her Guardian ad Litem, Dina Batres, an individual, Plaintiff, v. Los Angeles Unified School District; and Does 1 through 50, inclusive, Defendants.

The recommended disposition of the following item is "Refer to Superintendent for referral to the Office of the Risk Management and Insurance Services":

No.	Received From	Type of Damage	Claimant	Date of Damage
21.	Matthew K. Joy The Dominguez Firm	Damages	Adamaris Ortiz	06-05-24
22.	Lana Keshishian	Damages	Aleco Kouzian	11-07-24
23.	Ashot Manukyan Beloryan & Manukyan	Damages	Aleksan Tigranyan	09-25-24, 09-27-24 & 11-08-24
24.	Lana Keshishian	Damages	Aren Kouzian	2022-2023 school year
25.	Custodio & Dubey LLP	Damages	Aria Benguche	10-28-24
26.	DTLA Law Group	Damages	Bibianna Aduna	06-11-24
27.	Hyka H. Karapetian, Esq., HG Law, APC	Damages	Briana Williams	06-13-24
28.	Custodio & Dubey LLP	Damages	Bryson Garcia	10-08-24
29.	Poulter & Co., Inc.	Damages	Celia Marcos GAL for Jaylah Mota	10-03-24
30.	Hyka H. Karapetian, Esq., HG Law, APC	Damages	Chaniel Williams	06-13-24
31.	David L. Weisberg City of Los Angeles	Damages	City of Los Angeles	03-05-24
32.	Bradley C. Gage Brad Gage Law, APC	Damages	CS Doe, minor through mother A.O.	December 2024

33.	Hyka H. Karapetian, Esq., HG Law, APC	Damages	Destiny Simpson	06-13-24
34.	Ryan Daneshrad LA Century Law	Damages	Diocelinda Sarahi de Leon	08-21-24
35.	Gilbert Vitela Jr.	Damages	Gilbert Vitela Jr	10-25-24
36.	Jake Finkel The Finkel Firm	Damages	H.C., a minor	05-30-24
37.	Arnoldo Delgado	Damages	Ivan Delgado Aramburo	10-24-24
38.	Erdenebayar Tumurbat	Damages	Jaden Erdenebayar	10-24-24
39.	Downtown LA Law Group	Damages	Javel Frost	05-22-24
40.	Hyka H. Karapetian, Esq., HG Law, APC	Damages	Jazmyn Alexander	06-13-24
41.	The Law Offices of Sergio F. Benedetto	Damages	Jiselle Salado Zamora	09-30-24 & 10-01-24
42.	Mohammad Hamideh Sweet James LLP	Damages	John Ghatas by and through GAL Dawood Ghatas	10-25-24
43.	Laura Park Roxborough Pomerance Nye & Adreani	Damages	Julio Castillo	07-24-24
44.	Watt Tieder Hoffar & Fitzgerald, LLP	Damages	Kemp Bros. Constr. Inc.	12-05-23
45.	Lior Behdadnia Sasooness Law Group	Damages	Maria Valladares	08-27-24

46.	Shant Avetyan JLG Lawyers	Damages	Mingjie Zhai	06-11-24
47.	Neda Manshoory Manshoory Law Group, APC	Damages	Minor Emma Martinez	10-10-24
48.	Myron Cotton	Damages	Myron Cotton dba The Stack-N-Go, LLC	06/2024
49.	Ashot Manukyan Beloryan & Manukyan	Damages	Sevak Avetisyan	09-27-24
50.	Taylor Melvin	Damages	Taylor Melvin	12-03-24
51.	Hyka H. Karapetian, Esq., HG Law, APC	Damages	Telisha Williams	06-13-24
52.	Tyesha Jackson Wise	Damages	Tyesha Jackson Wise	12-03-24
53.	Alan Berman	Vehicle Damages	Alan Berman	11-15-24
54.	Daniel Setareh Setareh Law	Vehicle Damages	Alec Martinez	11-07-24
55.	Heather Skinner Interinsurance Exchange of the Automobile Club	Vehicle Damages	Barry Cohen c/o Interns Exchange of the Auto Club	06-05-24
56.	Carolyn Smith	Vehicle Damages	Carolyn Smith	11-07-24
57.	David M. Karsh	Vehicle Damages	David M. Karsh	09-23-24
58.	Johana Miranda	Vehicle Damages	David Miranda	10-14-14

59.	Interinsurance Exchange of the Automobile Club	Vehicle Damages	Inter Exch of Auto Club a/s/o Vernon Spires	08-29-24
60.	Kelsey Gitlin M&Y Personal Injury Lawyers	Vehicle Damages	John R. Slack Jr.	10-25-24
61.	Lauren Hovet	Vehicle Damages	Lauren Hovet	11-08-24
62.	Maria Roque	Vehicle Damages	Maria Roque	10-17-24
63.	Mercury Insurance	Vehicle Damages	Mercury Insurance as Subrogee to Richard Yu	10-25-24
64.	Michael Herrmann	Vehicle Damages	Michael Herrmann	11-27-24 or 11-28-24
65.	Paul Padilla	Vehicle Damages	Paul Padilla	11-07-24
66.	Vanik Ayrapetyan	Vehicle Damages	Vanik Ayrapetyan	11-22-24
67.	Victoria Hernandez-Allen	Vehicle Damages	Victoria Hernandez-Allen	06-06-24
68.	Geico Insurance	Vehicle Damages	Wagner A. Velasquez	12-10-24

Return to Order of Business

TAB 36

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Min-003-24/25, **Version:** 1

Minutes for Board Approval

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BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

SPECIAL BOARD MEETING MINUTES
333 South Beaudry Avenue, Board Room
11:00 a.m., Tuesday, May 28, 2024

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in special session on Tuesday, May 28, 2024, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael McLean, Executive Officer of the Board, called the meeting to order at 11:14 a.m.

The following Board Members were present: Mr. George McKenna III, Dr. Rocío Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin, Ms. Kelly Gonez, Ms. Tanya Ortiz Franklin, and Board President Jackie Goldberg.

Superintendent Alberto M. Carvalho was also present.

MISCELLANEOUS BUSINESS

Tab 1: Budget Discussion

Board President Goldberg spoke briefly about the purpose of the special meeting.

Superintendent Carvalho made introductory comments on the budget presentation. He mentioned that it aims to provide a comprehensive explanation of the reserve and the elements of the end-of-year fund balance.

Mr. Saman Bravo-Karimi, Senior Executive Director of Finance Policy gave a brief presentation on the budget, focusing on the components of the 2023-2024 ending balance. He highlighted that these balances are one-time, already allocated for future costs, and restricted or committed to specific programs. He also discussed the Local Control Funding Formula (LCFF) revenue, which is highly dependent on Cost of Living Adjustments (COLA) and enrollment levels. Lastly, he talked about Total General Fund Revenue, which was greatly boosted by one-time funds such as COVID relief and FEMA reimbursement.

Board Members expressed questions and concerns that were addressed by Mr. Bravo-Karimi, Superintendent Carvalho, Deputy Superintendent of Instruction, Dr. Karla Estrada and Deputy Superintendent of Business & Operations, Mr. Pedro Salcido.

Board Members requested the following from District Staff:

Provide an analysis comparing LCFF distribution allocated to schools versus the School Equity Needs Index (SENI) norm-based, from an equity standpoint.

Provide detailed data on per pupil allocation.

- Specific dollar amounts of the lowest and highest per pupil spending in each school category (e.g., elementary, high school).

- This data should include all funds.

Provide a policy for school site vendors establishing that they will not be renewed unless the District can demonstrate their impact on the outcomes.

Provide a consistent, and fair carry-over policy.

Provide information on how staff determines the allocation for each budget to ensure sufficient funds and carryover.

- Detail what policy or procedure is used.

Provide information on the main drivers of District deficit spending.

- Identify what they are and what actions can be taken to mitigate their impact.

Provide a strategy for reserve funding.

- Detail what policy guides the allocation of surplus funds to areas such as those labeled "committed".

Greater budgetary transparency

- More frequent updates on expenditures.
    - Information on money spent in real time.
- Earlier budget discussions that occur before the regular budget meetings.
- Use of Artificial Intelligence to make budget information more accessible.
    - Create a tool or portal to access budget information in real time.
    - Incorporate public feedback in the creation of such a tool or portal.
- Create a glossary/index on the website that organizes budget information so that staff and the public can easily access personalized information about a specific school.
    - School information should include details on unfilled positions

Greater transparency on special education, particularly the decision-making process for closing a program or service.

- A policy about how those changes are made, who can intervene, whether intervention should be available, and how parents are supported when a program/service is closed.

Provide a strategy on using and allocating paraprofessionals, specifically Teacher Aides, for greater student achievement.

- Include information on what funds can be used to pay these professionals.

Provide information on policy solutions to ensure full-time employment for classified employees and their access to healthcare.

Provide information on the procedures used to help schools recover from a negative balance.

Provide Board Members with the same budget and financial information that principals receive.

- This should include any memos or updates on guidelines that are sent to schools.

Provide an analysis of budget data that demonstrates the progress being made toward achieving District goals.

- Information on budget as compared to the Strategic Plan Pillars.

Provide live training for Board Members and the public on accessing the budget information and resources on our website.

PUBLIC COMMENT

The following speakers addressed the Board:

Maria Luis Palma, Parent	Budget Transparency
Erlinda Morita, Parent	Support for School Police
Diana Guillen, Parent	Support for School Police
Abraham Romero, Parent	Support for School Police
Maria Daisy Ortiz, Parent	Budget Transparency
Jocelyn Chairez, Former Student	Support for School Police
David Tokofsky, Community Member	Budget
Verenice Miron, Parent	Parent Involvement
Araceli Hernandez, Parent	Support for School Police
Monica Arrazola, Parent	Support for School Police
Isabel Gonzalez, Parent	Disapproval of Board Members
Juan Magandi, Parent	Disapproval of Board Members
Norma Gonzalez, Parent	Support for School Police

ADJOURNMENT

On motion by Ms. Goldberg and approved by general consent the meeting was adjourned at 2:24 p.m.

APPROVED BY THE BOARD:

MS. JACKIE GOLDBERG
PRESIDENT

MR. MICHAEL MCLEAN
EXECUTIVE OFFICER OF THE BOARD

mg

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

REGULAR BOARD MEETING MINUTES
Including Closed Session Items
333 South Beaudry Avenue, Board Room
10:00 a.m., Tuesday, August 6, 2024

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, August 6, 2024, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael McLean, Executive Officer of the Board of Education, called the meeting to order at 10:02 a.m.

The following Board Members were present: Dr. George McKenna III, Dr. Rocío Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin, Ms. Tanya Ortiz Franklin and Board President Jackie Goldberg.

Ms. Kelly Gonez joined remotely via Zoom at 10:08 a.m.

Superintendent Alberto M. Carvalho was also present.

CLOSED SESSION ITEMS (Purpose and Authority)

Mr. McLean announced that the following items would be discussed in closed session:

1. Student Discipline Matters (Education Code Section 48918[c][f])

2. Personnel (Government Code Section 54957)

   Public Employee Discipline/Dismissal/Release

   Public Employment

   Chief of Communications, Engagement and Collaboration
   Director of Facilities Planning and Development
   Deputy Chief Risk Officer

   Superintendent's Evaluation

3. Conference with Legal Counsel

   Pending Litigation (Government Code Section 54956.9[d][1])

   In the Matter of the Dismissal of Yamila Estrada
   Office of Administrative Hearings (OAH) Case No. 2023070207

   Bridge v. Oklahoma State Department of Education
   United States Court of Appeals for the Tenth Circuit Case No. 24-6072

Doe, John R.W v. Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No. 22CHCV00582

Conger, Kristen v. Los Angeles Unified School District
Los Angeles Superior Court Case No. 22STCV27486

Doe, Jane RS. v. Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No. 23STCV23998

Doe, Jane MG v. Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No. 24STCV11153

Doe, Jane CB v. Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No. 24STCV05650

4. Conference with Labor Negotiators (Government Code Section 54957.6)

Negotiator: Dr. Murphy
Employee Organizations:

Associated Administrators of Los Angeles
California School Employees Association
Los Angeles County Building and Construction Trades Council
Los Angeles School Police Association
Los Angeles School Police Management Association
Service Employees International Union, SEIU Local 99
Teamsters
United Teachers Los Angeles
District Represented Employees and Contract Management Personnel

Negotiator: Ms. Navera Reed
Unrepresented Employees:

Chief of Communications, Engagement and Collaboration
Director of Facilities Planning and Development
Deputy Chief Risk Officer

PUBLIC COMMENT

The following speakers addressed the Board on the subjects indicated:

Tab 2: Personnel
- Ana Carrion, Parent
- Pablo, Former Employee

Tab 4: Conference with Labor Negotiators
- David Tokofsky, Community Member

General Public Comment

- Maria Luisa Palma, Oleada, Inc., Transparency in the LCAP, budget and safety processes
- Monica Arrazola, Parent, School safety, support for school police
- Diana Guillen, Parent, Incorporate parental input and support parent organizations
- Karla Franco, Parent, Incorporate parental input and support parent organizations
- Maria Daisy Ortiz, Parent, Recited a poem comparing a student's journey to a rose
- Jocelyn Chairez, Former Student, Failing to prepare students for college
- Juan Magandi, Parent, Creating divisions among parent organizations
- Mark Williams, Community Member, Fraudulent bond debt & district covid mandate
- Maria Nichols, Associated Administrators of Los Angeles, Expressed enthusiasm for productive collaboration to create successful schools
- Marcela Garcia, Parent, Racial biases in schools, systemic bullying
- Sofi Ryan, Association of Pupil Services and Attendance Counselors, Challenges faced by pupil services and attendance counselors due of budget reductions

- - -

The Board recessed the public portion of the closed session meeting at 10:42 a.m. Closed session discussion began at 10:50 a.m. and ended at 1:12 p.m. The following Board Members were present: Dr. McKenna, Dr. Rivas, Mr. Schmerelson, Mr. Melvoin, Ms. Ortiz Franklin and Board President Goldberg. Ms. Gonez attended the meeting via Zoom.

- - -

The Board reconvened the public portion of the closed session meeting at 1:19 p.m.

The following Board Members were present: Dr. Rivas, Mr. Schmerelson, Mr. Melvoin, Ms. Ortiz Franklin, and Board President Goldberg.

Dr. McKenna and Ms. Gonez were absent.

Superintendent Alberto M. Carvalho was present.

Mr. McLean announced the following reportable actions resulting from the closed session discussion:

- The Board of Education approved the expulsion of students in case numbers 001-24/25, 002-24/25, and 003-24/25 with the recommended dispositions. The vote was 7 ayes.

- The Board of Education further approved the conditional enrollment of the students in case numbers 001A-24/25 and 002A-24/25 with the recommended dispositions. The vote was 7 ayes.

- The Board of Education authorized the dismissal of 1 classified employee. The vote was 7 ayes.

- The Board of Education appointed Jana Carter to the position of Chief of Communications, Engagement and Collaboration with a term beginning on August 14, 2024, and ending June 30, 2026. Terms and conditions will be available upon the finalization of the agreement. The vote was 7 ayes.

- The Board of Education appointed Issam Dahdul to the position of Director of Facilities Planning and Development with a term beginning on October 1, 2024, and ending June 30, 2026. Terms and conditions will be available upon the finalization of the agreement. The vote was 7 ayes.

- The Board of Education appointed Melissa Hollingsworth to the position of Deputy Chief Risk Officer with a term beginning on August 14, 2024, and ending June 30, 2026. Terms and conditions will be available upon the finalization of the agreement. The vote was 7 ayes.

- The Board of Education approved settlement authority in the matter of the dismissal of Yamila Estrada. Terms and conditions will be available upon the finalization of the agreement. The vote was 7 ayes.

- The Board of Education authorized the filing of an amicus brief in the case of Bridge v. Oklahoma State Department of Education. The document will be available upon filing. The vote was 7 ayes.

- The Board of Education authorized the settlement in the case Doe, John R.W v. Los Angeles Unified School District, et al. Terms and conditions will be available upon the finalization of the agreement. The vote was 7 ayes.

- The Board of Education further authorized the settlement in the following cases: Doe, Jane RS. v. Los Angeles Unified School District, et al., Doe, Jane MG v. Los Angeles Unified School District, et al., and Doe, Jane CB v. Los Angeles Unified School District, et al. Terms and conditions will be available upon the finalization of the agreement. The vote was 7 ayes.

ADJOURNMENT

By general consent, the meeting was adjourned at 1:22 p.m.

APPROVED BY THE BOARD:

JACKIE GOLDBERG PRESIDENT	MICHAEL MCLEAN EXECUTIVE OFFICER OF THE BOARD

mg

Return to Order of Business

TAB 37

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: 036-24/25, **Version:** 1

Special Report
Receipt of the 2023-2024 Annual Audit Financial Report (036-24/25)

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INTEROFFICE CORRESPONDENCE

Los Angeles Unified School District
Office of the Superintendent

INFORMATIVE

TO: Members, Board of Education **DATE:** January 7, 2025

FROM: Alberto M. Carvalho, Superintendent

SUBJECT: **AUDITED ANNUAL FINANCIAL REPORT – 2023-24**

The District's 2023-24 Audited Annual Financial Report (AAFR) has been completed and shall be filed with the Los Angeles County Office of Education, (LACOE) the California Department of Education (CDE) and the State Controller's Office (SCO). In addition, pursuant to Education Code section 41020, by January 30, 2025, the Board of Education shall review the results of the annual audit at a public meeting. The District's auditors, Simpson & Simpson, will make a presentation on the audit at the January 14, 2024 Regular Board Meeting.

The District received *unmodified*[1] opinions on its financial statements, federal and state compliance audits, which indicate the accuracy of the District's financial data for school year 2023-24. The District did not receive any findings from the Single Audit (federal compliance).

Financial Results
In 2023-24, the Statement of Changes in Net Position shows that the District's Net Position increased by $1.9 billion. The Unrestricted Net Position, which is negative, improved by $1.4 billion from -$13.2 billion to -$11.8 billion. The negative Unrestricted Net Position is largely the result of the District's other postemployment benefits (OPEB) liability and pension liabilities for various retirement plans. The noted improvement is primarily attributable to the receipt and recognition of $0.5 billion in Federal Emergency Management Agency (FEMA) reimbursements for COVID-19 testing and vaccination costs incurred in the prior years. Additionally, a $0.2 billion gain was recognized due to a reduction in unrealized losses on the District's cash deposited in the Los Angeles County Treasury Pool, contributing further to the fund balance increase.

In fiscal year 2023-24, the District continued to spend one-time COVID-19 funding that helped address student learning gaps and sustain the District's operations and in-person learning in schools. For the fiscal year ending on June 30, 2024, the District spent $1.0 billion of these funds.

Federal and State Compliance Audits Results
In fiscal year 2024, auditors conducted a comprehensive assessment of various compliance areas. A total of seven federal programs and 30 state compliance requirements underwent scrutiny. The audit resulted in 13 audit findings with a cumulative questioned cost amounting to $770.1 million[2]. The *questioned costs* mainly pertain to the following state compliance procedures:

[1] An *unmodified* or "clean" opinion is issued when the auditor is able to state that the financial statements are fairly presented in all material respects in conformity with generally accepted accounting principles (GAAP). A *qualified* opinion is issued when the auditor states that the financial statements are not fairly presented in some material respect in conformity with GAAP. The annual audit includes the review of the District's financial statements and compliance with state and federal program requirements, including a review of the District's internal controls.

[2] Details of the audit findings can be found in the AAFR under Schedule of Findings and Questioned Costs.

i) Current Expense Formula (CEF) – ($763.9 million)
The District did not meet the minimum 55% threshold of spending General Fund resources on classroom teacher salaries and benefits per Education Code Section 41372. The District's percentage spent was only 47.08%, attributed to a substantial allocation of funds beyond classroom teacher salaries and benefits. Further, the lower ratio is influenced by the significant increase in COVID-19 and Expanded Learning Opportunities Program (ELOP) expenditures which are part of the denominator in the formula. These expenditures include enrichment programs, purchases of devices, connectivity, instructional software licenses, and other necessary expenses to support in-person learning and the safety of students and staff. If allowed to exclude COVID-19 and ELOP expenditures from the calculation, the 55% minimum threshold should be met. To address this issue, the District will request a waiver from the Los Angeles County Office of Education (LACOE) this year, as permitted by Education Code Section 41372. In the previous year (2022-23), the District faced a similar finding, and the waiver request was approved by LACOE, exempting the District from the corrective action and questioned costs.

ii) Transitional Kindergarten – ($5.2 million)
Among the sampled transitional kindergarten schools offering early enrollment, 13 District schools and one (1) affiliated charter school exceeded the average class size of 20 students. Furthermore, seven (7) District schools and one (1) affiliated charter school did not meet the minimum adult-to-student ratio of 1:10. In schools without early enrollment, five (5) District schools and two (2) affiliated charter schools did not meet the minimum adult-to-student ratio of 1:12. As a result, the District incurred penalties for failing to meet the required ratios. This finding is not because of the unavailability of teachers or aides, but rather a decision to accept students without imposing a burden on parents.

The District has implemented measures to ensure compliance with class size and adult-to-pupil ratio requirements, including the distribution of a Transitional Kindergarten Resources and Communication Toolkit to school sites and district administrators. This additional resource is designed to help maintain adherence to the required class capacity and ratio requirements.

iii) Immunization – ($0.26 million)
The District enrolled fifty-four (54) students in Kindergarten and 7th grade that were not compliant with the immunization requirements. These students remained in attendance throughout the entire school year. Consequently, the District is ineligible to claim any revenue derived from the average daily attendance generated by these students.

iv) Unduplicated Pupil Count – ($0.35 million)
Seven (7) students were reported as eligible for Free or Reduced-Price Meals (FRPM) without sufficient supporting documentation. Additionally, one (1) English Learner (EL) student did not take the Summative English Language Proficiency Assessments for California (ELPAC) and/or their grade-level skills assessments, primarily due to chronic absenteeism or illness during the review period.

v) Proposition 28 – Arts and Music – ($0.2 million)
Five (5) employees charged a total of 3,738.71 hours in excess to the Proposition 28 Arts and Music in Schools fund, for which the District could not provide supporting documentation showing the employees' work was related to the program. This occurred due to misunderstandings by some site administrators regarding the program's goals and

allowable expenditures. Additionally, two (2) employees charged a total of 24 hours to the Proposition 28 fund for work unrelated to the program. While the District reviewed the employees' timecards and made necessary adjustments for other tasks, it failed to remove the 24 hours from the Proposition 28 fund. It was because of the auditor's identification of the error that the District corrected the issue by transferring the 24 hours out of the fund before finalizing its June 30, 2024 financial statements. As a result, no questioned costs were assessed, and the finding was resolved.

Other Considerations

During the audit of the District's financial statements, the auditors used the District's internal controls (over financial reporting) as a basis for designing an audit methodology to validate and render an opinion on the District's financial statements. Their audit did not, however, include an evaluation or subsequent opinion on the effectiveness of the District's internal controls themselves. The auditor identified a significant deficiency in internal controls pertaining to Information Technology Division's (ITD) network vulnerability management program. In addition, although not considered to be significant deficiencies or material weaknesses, the auditors noted observations and recommendations during the audit regarding users' access accounts for retired, withdrawn, and inactive employees in the Colin and Maximo applications, the collection of Form 700s, and internal controls related to professional service agreements in the Procurement Services Division. These were discussed with management and included in the management letter issued to the District.

Attached to this informative is the required auditor's communication to the Board of Education, also known as SAS 114, regarding their responsibilities as it relates to the audit of the District (Appendix B).

Next Steps

There is a continued focus on resolving the remaining audit findings, improving our internal controls and recordkeeping process, and ensuring compliance with State and Federal program requirements.

The District's net financial position continues to be negative, however various budget strategies have been identified to help address the effects of declining enrollment on revenue, and to mitigate structural deficits and long-term liabilities, including looking at options to address the District's OPEB and net pension liabilities.

Please see Appendix A for the Summary of the District's Statement of Net Position.

If you have any questions, please contact Nolberto Delgadillo, Deputy Chief Financial Officer, via email at n.delgadillo@lausd.net or by phone at (213) 241-2736.

Attachments

Attachment A: Summary Statements of Net Position
Attachment B: Annual Financial Report
Attachment C: SAS 114
Attachment D: Simpson & Simpson AAFR Presentation

c: Devora Navera Reed, Pedro Salcido, Karla V. Estrada, Carolyn Spaht Gonzalez, Kristen K. Murphy, Jaime Torrens, Amanda Wherritt, Patricia Chambers, Karen Mercado, Sasha Lopez, Carol Delgado, Michael McLean, Senior Leadership

Summary Statements of Net Position (in thousands)

As of fiscal years ended June 30, 2023, and 2024, total net positions are as follows:

	2023	2024
Current Assets	$ 11,893,489	$ 13,034,889
Capital Assets, net	15,757,952	16,325,227
Total Assets	27,651,441	29,360,116
Deferred Outflows of Resources	5,564,111	5,711,320
Total Assets and Deferred Outflows of Resources	$ 33,215,552	$ 35,071,436
Current Liabilities	$ 2,114,406	$ 1,822,894
Long-term Liabilities	27,622,402	29,442,163
Total Liabilities	29,736,808	31,265,057
Deferred Inflows of Resources	7,729,290	6,170,197
Total Liabilities and Deferred Inflow of Resources	37,466,098	37,435,254
Net Position:		
Net investment in capital assets	4,141,883	3,969,958
Restricted for:		
Debt service	1,152,339	1,330,967
Program activities	3,681,025	4,136,934
Unrestricted	(13,225,793)	(11,801,677)
Total Net Position	(4,250,546)	(2,363,818)
Total Assets and Deferred Outflows of Resources	$ 33,215,552	$ 35,071,436







Los Angeles Unified School District

Audited Annual Financial Report

For Fiscal Year Ended
June 30, 2024



Los Angeles, California

2023-24

LOS ANGELES UNIFIED SCHOOL DISTRICT
LOS ANGELES, CALIFORNIA

AUDITED ANNUAL FINANCIAL REPORT
FISCAL YEAR ENDED JUNE 30, 2024

MR. ALBERTO M. CARVALHO
SUPERINTENDENT OF SCHOOLS

MR. PEDRO SALCIDO
DEPUTY SUPERINTENDENT OF SCHOOLS, BUSINESS SERVICES AND OPERATIONS

MR. DAVID HART
CHIEF FINANCIAL OFFICER
(January 6, 2020 to August 3, 2024)

MR. CHRISTOPHER MOUNT-BENITES
CHIEF FINANCIAL OFFICER
(Effective August 5, 2024)

MR. V. LUIS BUENDIA
DEPUTY CHIEF FINANCIAL OFFICER
(April 8, 2020 to December 30, 2023)

MR. NOLBERTO DELGADILLO
DEPUTY CHIEF FINANCIAL OFFICER
(Effective July 23, 2023)

MS. JOY MAYOR
CONTROLLER
(April 29, 2021 to September 15, 2023)

MR. ERNIE THOMAS
CONTROLLER
(Effective January 8, 2024)

PREPARED BY
ACCOUNTING AND DISBURSEMENTS DIVISION

333 S. BEAUDRY AVENUE
LOS ANGELES, CALIFORNIA 90017

LOS ANGELES UNIFIED SCHOOL DISTRICT

Audited Annual Financial Report
Year Ended June 30, 2024

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LOS ANGELES UNIFIED SCHOOL DISTRICT
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Year Ended June 30, 2024

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INTRODUCTORY SECTION

1378
Alberto M. Carvalho
Superintendent

Board of Education
Scott M. Schmerelson, President
Dr. Rocío Rivas, Vice President
Sherlett Hendy Newbill
Nick Melvoin
Karla Griego
Kelly Gonez
Tanya Ortiz Franklin

Los Angeles Unified School District
333 S. Beaudry Avenue, 24th Floor
Los Angeles, California 90017
Phone (213) 241-7000

December 16, 2024

The Honorable Board of Education
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, California 90017

Dear Board Members:

The Audited Annual Financial Report (AAFR) of the Los Angeles Unified School District (District), for the fiscal year ended June 30, 2024, is hereby submitted. Responsibility for both the accuracy of the presented data and the completeness and fairness of the presentation, including all disclosures, rests with the District. To the best of our knowledge and belief, the enclosed data is accurate in all material respects and is reported in a manner designed to present fairly the financial position and results of operations of the District. All disclosures necessary to enable the reader to gain an understanding of the District's financial activities have been included. The report also includes a "State and Federal Compliance Information" section, which is designed to meet the reporting requirements of the Office of the California State Controller, the U.S. General Accounting Office, the U.S. Office of Management and Budget, and the Single Audit Act Amendments of 1996.

Independent Audit

Education Code Section (EC§) 41020 provides that each school district shall arrange for an audit by certified public accountants of its books and accounts, including the District's income by source of funds and expenditures by object and program. The District's contract auditor for FY2023-24 is Simpson & Simpson, CPAs. The independent auditor's report on the basic financial statements is presented in the Financial Section of this report on page 1.

Management Discussion and Analysis (MD&A)

The MD&A provides an objective and easily readable analysis of the District's financial activities on both a short-term and long-term basis. This letter of transmittal is designed to complement the MD&A and should be read in conjunction with it. The District's MD&A can be found immediately following the report of the independent auditors.

Profile of the Los Angeles Unified School District

The District encompasses approximately 710 square miles in the western section of Los Angeles County. The District's boundaries include most of the City of Los Angeles, all of the Cities of Gardena, Huntington Park, Lomita, Maywood, San Fernando, Vernon and West Hollywood, and portions of the Cities of Bell, Bell Gardens, Beverly Hills, Carson, Commerce, Cudahy, Culver City, Hawthorne, Inglewood, Long Beach, Los Angeles, Lynwood, Montebello, Monterey Park, Rancho Palos Verdes, Santa Clarita, South Gate and Torrance. The District was formed in 1854 as the Common Schools for the City of Los Angeles and became a unified school district in 1960.

As of June 30, 2024, the District operated 435 elementary schools, 78 middle/junior high schools, 87 senior high schools, 59 options schools, 29 multi-level schools, 12 special education schools, 67 magnet schools and 264 magnet centers, 18 primary school centers, 2 community adult schools, 7 regional occupational centers, 2 skills centers, 87 early education centers, 4 infant centers, and 81 California State Preschools. The District is governed by a seven-member Board of Education elected by voters within the District to serve alternating five-year terms. These terms were extended to five years for members elected in 2015 and thereafter. As of June 30, 2024, the District employed 36,994 certificated, 35,622 classified, and 3,927 unclassified employees. Enrollment as of September 2023 was 412,341 students in K-12 schools, 36,329 students in adult schools and centers, and 6,566 students in early education centers.

As a reporting entity, the District is accountable for all activities related to public education in most of the western section of Los Angeles County. This report includes all funds of the District with the exception of the fiscally independent charter schools, which are required to submit their own individual audited financial statements, and the Auxiliary Services Trust Fund, which is not significant in relation to District operations. The Auxiliary Services Trust Fund was established in 1935 to receive and disburse funds for insurance premiums on student body activities and property, "all city" athletic and musical events, grants restricted for student activities, and other miscellaneous activities.

Economic Condition and Outlook

The latest UCLA Anderson Forecast published in October 2024 highlights a sub-par growth for California's economy in 2024 but anticipates the next two years of progress to be slightly higher than the U.S. brought about by the aerospace and technology sectors. Growth rate for the Golden State in the second quarter of 2024 was 2.8 percent which was 0.2 percentage less than the nation's 3.0 percent. The national economy is expected to continue its robust growth from the third quarter in 2024 into 2025 and 2026 driven by a rise in residential investment. However, slowdown in the fourth quarter of 2024 is foreseen because of convergence of different events, including the strike at Boeing, strike by East Coast dockworkers, and Hurricane Helene. The UCLA Forecast expects Gross Domestic Product (GDP) growth for 2025 and 2026 in the high twos after a moderate fourth quarter in 2024 of 1.2 percent seasonally adjusted annual rate (SAAR) GDP growth.

In September 2024, the Federal Reserve reduced interest rates, the first since 2020, by half a percentage point to a new range of 4.75 percent -5.0 percent. This move by the Federal Reserve is an indication of an increased confidence in the direction of inflation which is moving towards the Federal Reserve's 2 percent goal but also of a heightened concern on the slowing labor market. Inflation is seen as ending the year at 2.6 percent and 2.2 percent next year. The table below shows the U.S. monthly inflation rates for 2019 through 2024.

Month	2019	2020	2021	2022	2023	2024
January	1.6%	2.5%	1.4%	7.5%	6.4%	3.1%
February	1.5%	2.3%	1.7%	7.9%	6.0%	3.2%
March	1.9%	1.5%	2.6%	8.5%	5.0%	3.5%
April	2.0%	0.3%	4.2%	8.3%	4.9%	3.4%
May	1.8%	0.1%	5.0%	8.6%	4.0%	3.3%
June	1.6%	0.6%	5.4%	9.1%	3.0%	3.0%
July	1.8%	1.0%	5.4%	8.5%	3.2%	2.9%
August	1.7%	1.3%	5.3%	8.3%	3.7%	*2.5%*
September	1.7%	1.4%	5.4%	8.2%	3.7%	*2.4%*
October	1.8%	1.2%	6.2%	7.7%	3.2%	*2.6%*
November	2.1%	1.2%	6.8%	7.1%	3.1%	*2.7%*
December	2.3%	1.4%	7.0%	6.5%	3.4%	*N/A*
Average	1.8%	1.2%	4.7%	8.0%	4.1%	*N/A*

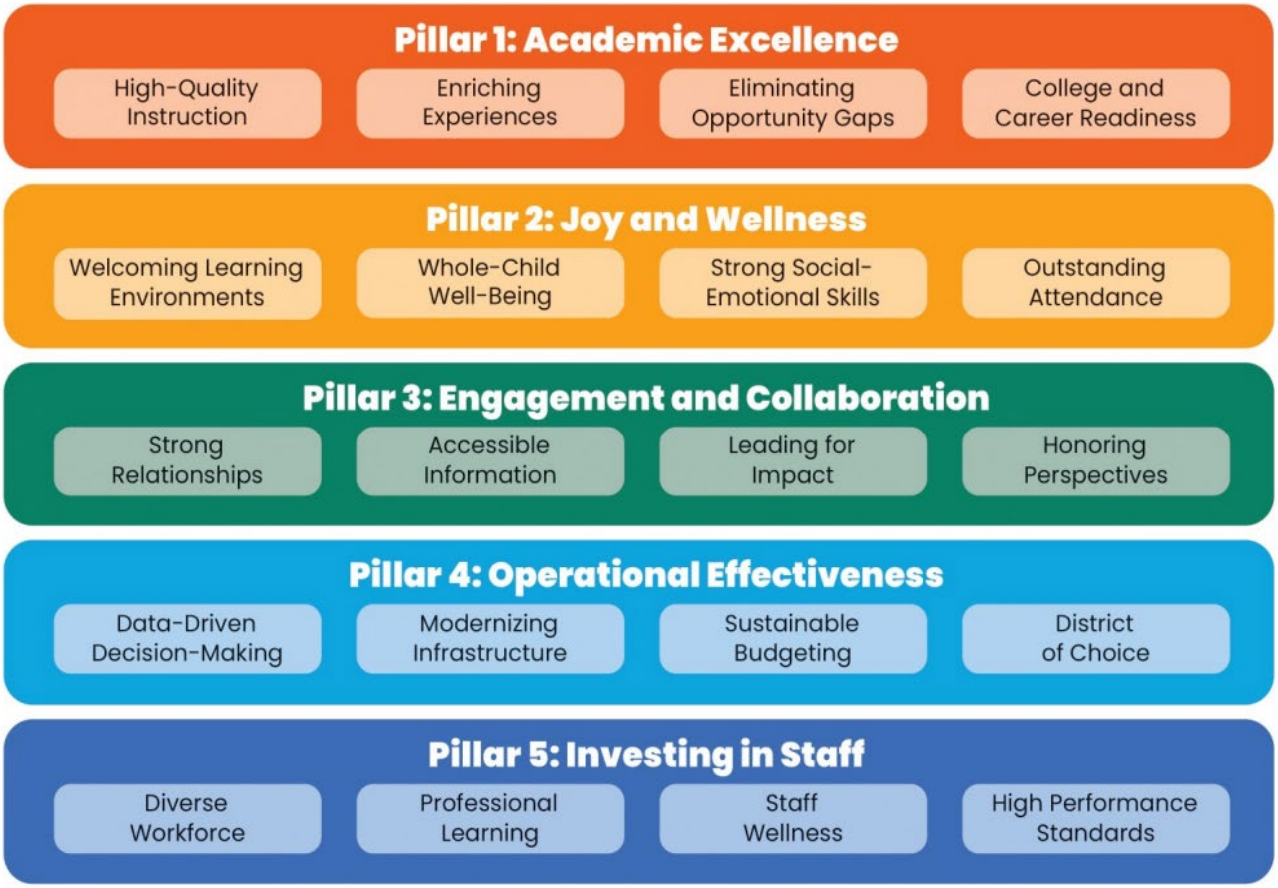
Source: Bureau of Labor Statistics / N/A Not Available

The FY25 Enacted State Budget addressed a $47 billion deficit through a mix of solutions and included plans of $28 billion to tackle the FY26 budget deficit as well. The Legislative Analyst's Office (LAO), however, estimates that the FY25 Enacted State Budget closed a higher shortfall of $55 billion. LAO's 2025-26 Budget: California's Fiscal Outlook report released in November 2024 estimates a roughly balanced budget in FY26. Beginning in FY27, the State faces annual operating deficits growing from about $20 billion to about $30 billion. Cost-of-living adjustment (COLA) is projected at 2.46 percent for FY26. The Governor has a mandatory deadline to submit a balanced FY26 budget proposal to the Legislature by the statutory deadline of January 10, 2025. At that time, the proposal shall provide details on the State's spending plan including Proposition 98.

Superintendent's Strategic Plan

In June 2021, the Board of Education approved a set of four goals outlining expected student outcomes by 2026. These goals establish clear expectation of excellence and growth in the primary areas of success: postsecondary preparedness, literacy, numeracy, and social-emotional wellness to ensure our students are ready for the world. The 2022-26 Strategic Plan has been built to guide a singular focus on achieving these goals, providing clear direction for collective planning and for every action taken.

The elements outlined below reflect new and inspiring approaches that will best serve students, as well as the proven work of educators, school leaders, and support staff. Strategies included in this plan will constantly evolve and adapt to exemplify the best in public education. These elements are also not intended to stand alone but to be interconnected and to influence or support one another. While the priorities and strategies may be categorized in a particular area, each piece will work together in a coherent system to provide an exceptional education program to ensure all students graduate ready for the world.



Financial Information

The District maintains internal accounting controls designed to provide reasonable assurance that assets are safeguarded against loss from unauthorized use and disposition and to provide reliable records for preparing financial statements and maintaining accountability for assets. The concept of reasonable assurance recognizes the importance of a close evaluation of costs and benefits, which requires estimates and judgments by management. The objective is to establish effective internal controls, the cost of which should not exceed the benefits derived therefrom. We believe that the District's internal accounting controls adequately safeguard assets and provide reasonable assurance of proper recording of financial transactions.

School districts in California are required by EC §41010 to follow the California School Accounting Manual in preparing reports to the State. The District utilizes a single adoption budget schedule that requires Final Budget adoption by the State mandated July 1 deadline. The District is allowed to modify its adopted budget within 45 days of the passage of the State budget.

EC §42600 mandates that a school district's expenditures may not legally exceed budgeted appropriations by major object classification, namely certificated salaries, classified salaries, employee benefits, books and supplies, services and other operating expenditures, capital outlay, other outgo, and other financing uses. EC §42600 further specifies that districts may not spend more than the amounts authorized in the Final Budget as adjusted during the fiscal year.

Encumbrance accounting is utilized to ensure effective budgetary control and accountability. Unencumbered appropriations lapse at year end and encumbrances outstanding at that time are reported as assigned fund balance for subsequent year expenditures.

Financial Results

In 2023-24, the Statement of Changes in Net Position shows that the District's Net Position increased by $1.9 billion during the year. The Unrestricted Net Position, which is negative, improved by $1.4 billion from -$13.2 billion to -$11.8 billion. The negative Unrestricted Net Position is largely the result of the District's other postemployment benefits (OPEB) liability and pension liabilities for various retirement plans. The noted improvement is primarily attributable to the receipt due to the recognition of $0.5 billion in Federal Emergency Management Agency (FEMA) reimbursements for COVID-19 testing and vaccination costs incurred in the prior years. Additionally, a $0.2 billion gain was recognized due to a reduction in unrealized losses on the District's cash deposited in the Los Angeles County Treasury Pool, contributing further to the fund balance increase.

In fiscal year 2023-24, the District continued to spend one-time funding for COVID-19 that helped sustain the District's operations, address student learning gaps, and sustained in-person learning in schools. For the fiscal year ended June 30, 2024, the District spent $1.0 billion on COVID-19 funding.

Audit Results

There were 7 federal programs and 30 state compliance requirements that were audited. The examination resulted in 13 audit findings with a total *questioned costs* of $770.1 million. The *questioned costs* mainly pertain to the District not meeting the Current Expense Formula (CEF). The District did not meet the minimum 55% threshold for spending General Fund resources on classroom teacher salaries and benefits per EC Section 41372. The District's percentage spent was only 47.08%. This is due to a significant amount of dollars spent on expenditures other than classroom teacher salaries and benefits, which were essential to ensure a safe return to campus and in-person learning to students following he COVID-19 pandemic. Additionally, the ratio is lower because of the significant increase in COVID-19 expenditures, which are part of the denominator in the formula. Examples of these expenditures include purchases of devices, connectivity solutions, instruction software licenses, and other essential items to support In-Person learning and the safety of students and staff. The District shall engage with the Los Angeles County Office of Education (LACOE) to seek a waiver request this year, as permitted under Education Code Section 41372. In 2022-23 school year, the District had the same finding and LACOE approved the waiver exempting the District from corrective action and questioned costs.

Furthermore, for the 2023-24 school year, the District failed to meet the transitional kindergarten and early enrollment average class enrollment and adult-to-pupil ratio requirements pursuant to EC Section 48000. The District's sampled school sites that offered transitional kindergarten, including those with early enrollment pupils identified with audit findings, exceeded the 24 pupils average transitional kindergarten class enrollment (*20 pupils for early enrollment child)* and the average of at least one adult for every 12 pupils for transitional kindergarten classrooms (*10 pupils for early enrollment child*). The District has implemented measures to ensure compliance with class size and adult-to-pupil ratio requirements, including the distribution of a Transitional Kindergarten Resources and Communication Toolkit to school sites and district administrators. This additional resource is designed to help maintain adherence to the required class capacity and ratio requirements.

Other audit findings noted were related to Immunization, Unduplicated Pupil Count, Independent Study, and Proposition 28 – Arts and Music. The common finding was due to the lack of supporting documents for some of the samples tested. This in effect disallows the District to claim for any revenue resulting from average daily attendance and unallowable expenditures generated by the tested samples identified as exceptions.

The District continues to remain fully committed and be compliant with Federal and State guidelines. There is a continued focus to resolve remaining audit findings, improve our internal controls and record keeping process, and ensure that compliance with State and Federal program requirements are met.

Acknowledgments

We wish to express our appreciation to the Division of Accounting and Disbursements team, the various District divisions who assisted in the preparation of this report, school based and program staff for their cooperation in providing requested audit information and their assistance in resolving potential audit findings and acknowledge the effort of our independent auditors.

Respectfully submitted,

Alberto M. Carvalho
Superintendent of Schools

Prepared by:



Nolberto Delgadillo
Deputy Chief Financial Officer



Christopher Mount-Benites
Chief Financial Officer

BOARD OF EDUCATION

as of December 15, 2024

Scott M. Schmerelson, President
Board District 3

Sherlett Hendy Newbill
Board District 1

Dr. Rocio Rivas
Board District 2

Nick Melvoin
Board District 4

Karla Griego
Board District 5

Kelly Gonez
Board District 6

Tanya Ortiz Franklin
Board District 7

PRINCIPAL SCHOOL DISTRICT OFFICIALS

Alberto M. Carvalho
Superintendent of Schools

Pedro Salcido
Deputy Superintendent, Business Services and Operations

Christopher Mount-Benites
Chief Financial Officer
(Effective August 5, 2024)

David Hart
Chief Financial Officer
(January 6, 2020 to August 3, 2024)

Nolberto Delgadillo
Deputy Chief Financial Officer
(Effective July 23, 2024)

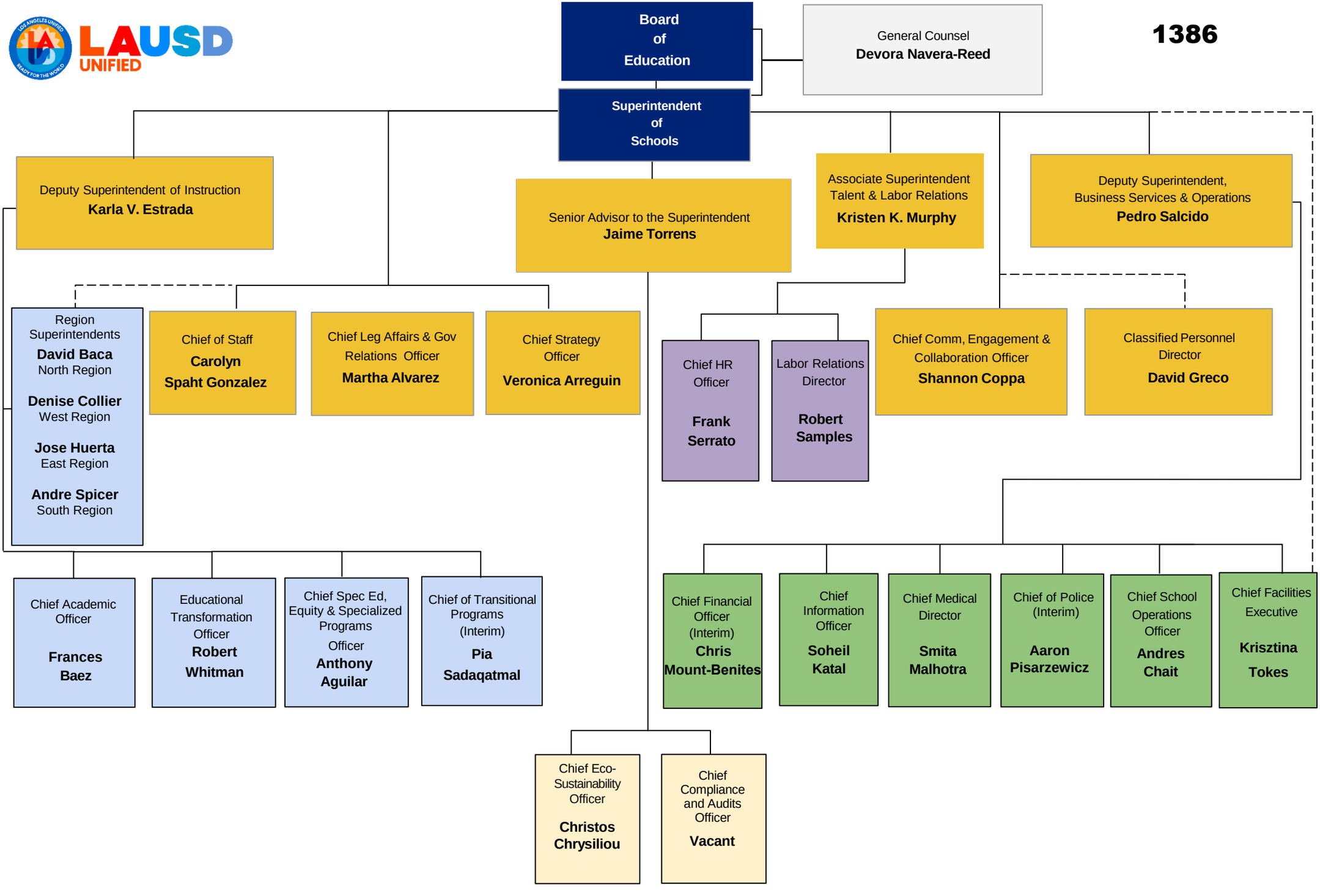
V. Luis Buendia
Deputy Chief Financial Officer
(April 8, 2020- December 30, 2023)

Ernie Thomas
Controller
(Effective January 8, 2024)

Joy Mayor
Controller
(April 29, 2021 to September 15, 2023)

REGION OFFICIALS
as of December 15, 2024

	Region Superintendent	Administrator of Instruction	Administrator of Operations	Administrator of Parent & Community Engagement
North	David Baca	Dr. Alma Flores	Jose Razo	Laura Fuentes
		Mylene Keipp		Dr Jeremiah Gonzalez
South	Andre Spicer	Rafael Balderas	Mira Pranata	Leticia Estrada de Carreon
		Dr Afia Hemphill		
East	Jose Huerta	Cristina Munoz	Gilberto Martinez	Megan Guerrero
		Dr. Lourdes Ramirez-Ortiz		
West	Denise Collier	Andrew Jenkins	Dr Debra Bryant	(Vacant)



2024-2025 Organization Chart
July 1, 2024

FINANCIAL INFORMATION

SIMPSON & SIMPSON
CERTIFIED PUBLIC ACCOUNTANTS

FOUNDING PARTNERS
BRAINARD C. SIMPSON, CPA
MELBA W. SIMPSON, CPA

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Independent Auditor's Report

To The Honorable Board of Education
Los Angeles Unified School District

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the **Los Angeles Unified School District** (the District) as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Los Angeles Unified School District, as of June 30, 2024, and the respective changes in financial position, and, where applicable, cash flows thereof and the respective budgetary comparison for the general fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and the provisions of California Code of Regulations (CCR), Title 5, Education, Section 19810. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

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Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 5 to 14 and the required supplementary information on pages 76 to 85 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying supplementary information on pages 86 to 113, 118 to 119, 122 to 127, and 136, and the schedule of expenditures of federal awards and related notes on pages 137 to 142, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the introductory section and the supplementary information on pages 115 to 117, 120 to 121, 128 to 135, and 143 to 144 but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 16, 2024, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Simpson & Simpson

Los Angeles, California
December 16, 2024

As management of the Los Angeles Unified School District, we offer readers of the District's financial statements this narrative overview and analysis of the financial activities of the District for the fiscal year ended June 30, 2024.

We encourage readers to consider the information presented here in conjunction with additional information that we have furnished in our letter of transmittal, which can be found on pages i-ix of this report.

Financial Highlights

- As of the end of the most recent fiscal year the District's liabilities and deferred inflows of resources exceeded its assets and deferred outflows of resources by $2.4 billion, resulting a deficit net position. This negative net position is primarily comprised of an unrestricted $11.8 billion deficit, which includes net pension liabilities for various retirement plans totaling $6.9 billion and net other postemployment benefits (OPEB) liability totaling $9.0 billion. The District's total net position increased by $1.9 billion from the prior year.
- Long-term liabilities increased by $1.1 billion primarily due to issuance of new Certificates of Participation (COPs) and changes in actuarial assumptions for self-insurance claims.
- At the close of the fiscal year 2024, the District's governmental funds reported combined ending fund balances of $10.2 billion, reflecting an increase of $1.3 billion from the prior fiscal year ending June 30, 2023.
- As of the end of the current fiscal year, assigned and unassigned fund balances for the General Fund, including reserve for economic uncertainties, was $1.6 billion, or 15% of total General Fund expenditures.

Overview of the Basic Financial Statements

This discussion and analysis is intended to serve as an introduction to the District's basic financial statements. The District's basic financial statements comprise three components: 1) government-wide financial statements; 2) fund financial statements; and 3) notes to basic financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

Government-wide financial statements. The government-wide financial statements are designed to provide readers with a broad overview of the District's finances, in a manner similar to a private-sector business.

The statement of net position presents information on all of the District's assets, deferred outflows of resources, liabilities and deferred inflows of resources, with the difference between these elements as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

The statement of activities presents information showing how the District's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

Each of the government-wide financial statements relates to functions of the District that are principally supported by taxes and intergovernmental revenues (governmental activities). The governmental activities of the District are all related to public education.

The government-wide financial statements can be found on pages 15-16 of this report.

Fund financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal

(Continued)

requirements. All of the funds of the District can be divided into two categories: governmental funds and proprietary funds.

Governmental funds. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the District's near-term financing decisions. Both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The District maintains 20 individual governmental funds. In the governmental funds balance sheet and in the governmental funds statement of revenues, expenditures and changes in fund balances, separate columns are presented for General Fund, District Bonds Fund, Bond Interest and Redemption Fund, and all other funds. Individual account data for all other nonmajor governmental funds are provided in the form of *combining statements* elsewhere in this report.

The District adopts an annual appropriated budget for its General Fund. A budgetary comparison statement has been provided for the General Fund to demonstrate compliance with the budget.

The governmental fund financial statements can be found on pages 17-20 of this report.

Proprietary funds. The District maintains Internal Service Funds as the only type of proprietary fund. Internal service funds are an accounting device used to accumulate and allocate costs internally among the District's various functions. The District uses internal service funds to account for Health and Welfare Benefits, Workers' Compensation-Self Insurance, and Liability-Self Insurance. Because all of these services benefit governmental functions, they have been included within governmental activities in the government-wide financial statements.

It is the District's practice to record estimated claim liabilities at the present value of the claims, in conformity with the accrual basis of accounting, for all its internal service funds.

The proprietary fund financial statements can be found on pages 22-24 of this report.

Notes to basic financial statements. The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements can be found on pages 25-74 of this report.

Combining and individual fund schedules and statements. Combining schedules and statements consisting of the budget to actual comparisons for District Bonds Fund, Bond Interest and Redemption Fund, the individual accounts within the nonmajor governmental funds, and the internal service funds are presented immediately following the required supplementary information. Combining and individual fund schedules and statements can be found on pages 86-113 of this report.

Government-wide Financial Analysis

As noted earlier, net position over time may serve as a useful indicator of a government's financial position. In the case of the District, liabilities plus deferred inflows of resources exceeded assets plus deferred outflows of resources by $2.4 billion at the close of the most recent year.

The District's net position reflects its investments in capital assets ($3.9 billion) (e.g., land, buildings, and equipment), less any related debt used to acquire those assets that are still outstanding. The District uses these capital assets to provide services to students; consequently, these assets are not available for future spending. Although the District's investments in its capital assets are reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities.

The District's restricted net position of $5.5 billion represents resources that are subject to external restrictions on how they may be used. The majority of this pertains to capital projects funds, debt services funds, and various programs such as Arts, Music, and Instructional Materials Discretionary Block Grant, Learning Recovery Emergency Block Grant, Kitchen Infrastructure and Training Funds, and Literacy Coaches and Reading Specialists Grant Program. The remaining negative balance in unrestricted net position (-$11.8 billion) resulted primarily from the net pension liability for various retirement plans totaling $6.9 billion and the net OPEB liability totaling $9.0 billion.

At the end of the 2024 fiscal year, the District is able to report positive balances in all categories of net position except for unrestricted net position.

The $0.6 billion increase in net capital assets primarily relates to costs incurred for school modernization projects throughout the District which is higher compared to the recognition of depreciation expense.

Long-term liabilities increased by $1.1 billion, primarily due to issuance of new Certificates of Participation (COPs) and changes in actuarial assumptions for self-insurance claims.

Summary Statements of Net Position (in thousands)

As of June 30, 2024 and 2023:

	Governmental Activities	
	2024	2023
Current Assets	$ 13,034,889	$ 11,893,489
Capital Assets, net	16,325,227	15,757,952
Total Assets	29,360,116	27,651,441
Deferred Outflows of Resources	5,711,320	5,564,111
Current Liabilities	1,822,894	2,114,406
Long-term Liabilities	13,508,101	12,409,724
Net Pension Liability	6,942,831	6,730,407
Net Other Postemployment Benefits Liability	8,991,231	8,482,271
Total Liabilities	31,265,057	29,736,808
Deferred Inflows of Resources	6,170,197	7,729,290
Net Position:		
Net investment in capital assets	3,969,958	4,141,883
Restricted for:		
Debt service	1,330,967	1,152,339
Program activities	4,136,934	3,681,025
Unrestricted	(11,801,677)	(13,225,793)
Total Net Position	$ (2,363,818)	$ (4,250,546)

See accompanying notes to basic financial statements.

(Continued)

Summary Statements of Changes in Net Position (in thousands)

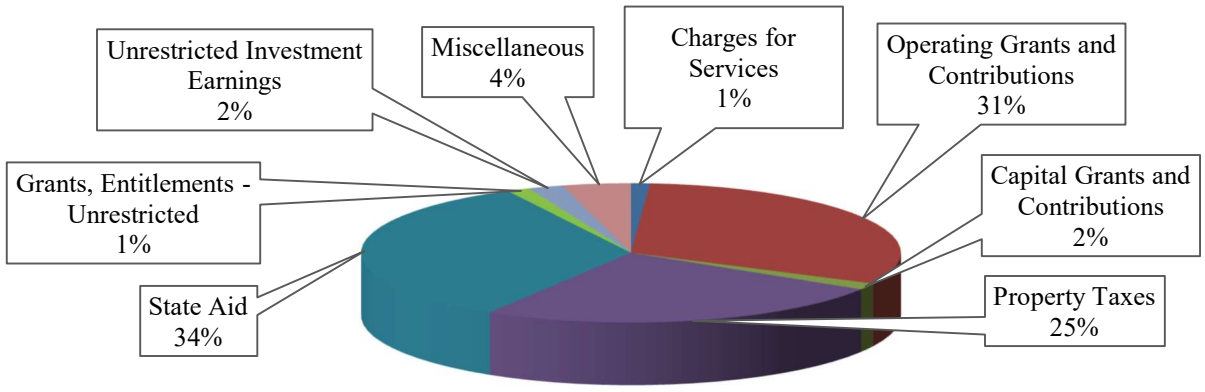
Year ended June 30, 2024 and 2023:

	Governmental Activities	
	2024	2023
Revenues:		
Program Revenues:		
Charges for services	$ 153,569	$ 168,351
Operating grants and contributions	4,245,151	5,323,415
Capital grants and contributions	202,694	223,810
Total Program Revenues	4,601,414	5,715,576
General Revenues:		
Property taxes levied for general purposes	2,150,106	2,102,924
Property taxes levied for debt service	1,185,977	1,093,217
Property taxes levied for community redevelopment	60,653	55,694
State aid not restricted to specific purpose	4,585,386	4,491,309
Grants, entitlements, and contributions not restricted to specific programs	188,281	221,467
Unrestricted investment earnings	284,570	(23,186)
Miscellaneous	554,812	81,034
Total General Revenues	9,009,785	8,022,459
Total Revenues	13,611,199	13,738,035
Expenses:		
Instruction	$ 5,072,381	$ 4,558,356
Support Services:		
Support services – students	733,509	552,649
Support services – instructional staff	859,470	869,837
Support services – general administration	143,193	115,813
Support services – school administration	682,625	560,724
Support services – business	838,188	258,764
Operation and maintenance of plant services	982,270	898,066
Student transportation services	198,150	172,738
Data processing services	156,909	118,973
Operation of noninstructional services	680,183	558,572
Facilities acquisition and construction services	172,218	165,545
Other uses	8,786	6,970
Interest expense	603,781	407,889
Depreciation – unallocated	592,808	584,267
Total Expenses	11,724,471	9,829,163
Changes in Net Position	1,886,728	3,908,872
Net Position – Beginning of Year	(4,250,546)	(8,159,418)
Net Position – End of Year	$ (2,363,818)	$ (4,250,546)

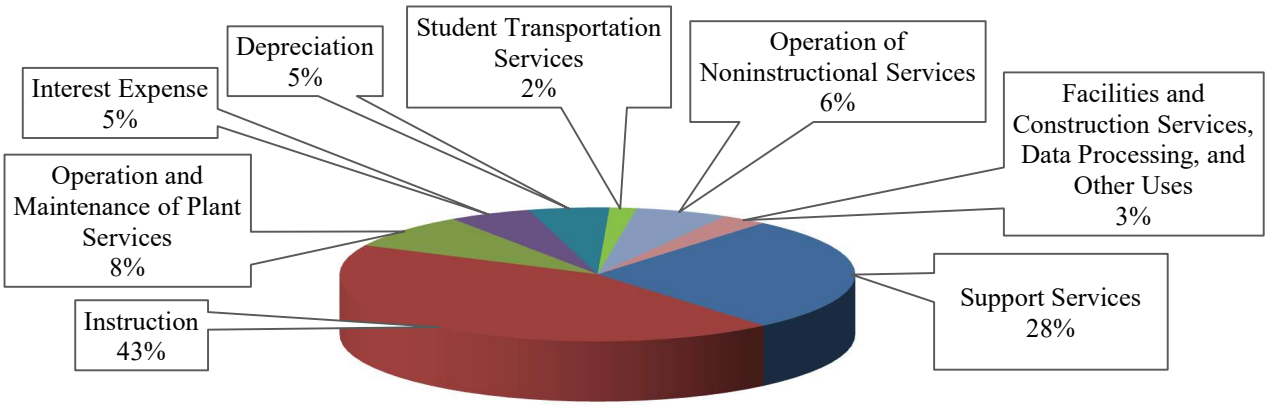
(Continued)

At the end of the current fiscal year, the District's net position increased by $1.9 billion from the prior year primarily due to the receipt of COVID-19 funding and cost savings on operating expenses due to a delayed school reopening for safety reasons.

The following graph shows that state aid, property taxes, and operating grants and contributions are the main revenue sources of the District.



The following graph shows that instruction and support services are the main expenses of the District.



(Continued)

Financial Analysis of the Governmental Funds

As noted earlier, the District uses fund accounting to facilitate compliance with finance-related requirements.

Governmental funds. The focus of the District's governmental funds is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the District's financing requirements. Committed, assigned, and unassigned balances comprise the unrestricted fund balances and may serve as a useful measure of the District's net resources available for spending at the end of the fiscal year.

As of the end of the current fiscal year, the District's governmental funds reported a combined ending fund balance of $10.2 billion, reflecting a $1.3 billion increase compared to the prior year. Approximately 60% of this total is comprised of assigned, nonspendable, and restricted fund balances. Specifically, $0.5 billion (5.0%) is assigned, while $5.6 billion (55.0%) is nonspendable and restricted due to laws and regulations or grantor restrictions. The committed fund balance, which represents $3.0 billion (29.0%), is set aside by the District's governing authority for specific purposes. The remaining $1.1 billion (10.9%) includes $0.2 billion (2.4%) reserved for economic uncertainties and $0.9 billion (8.5%) unassigned, representing available spendable amounts not contained in the other classifications.

The General Fund is the District's primary operating fund. At the end of the 2024 fiscal year, the unassigned fund balance was $1.1 billion, while the total fund balance was $6.4 billion. The fund balance of the District's General Fund increased by $0.7 billion during the current fiscal year, primarily due to the recognition of $0.5 billion in Federal Emergency Management Agency (FEMA) reimbursements for COVID-19 testing and vaccination costs incurred in the prior years. Additionally, a $0.2 billion gain was recognized due to a reduction in unrealized losses on the District's cash deposited in the Los Angeles County Treasury Pool, contributing further to the fund balance increase.

Other changes in fund balances in the governmental funds are detailed as follows (in thousands):

			Other Governmental Funds			
	District Bonds	Bond Interest and Redemption	Special Revenue	Debt Service	Other Capital Projects	Total
Fund Balance, June 30, 2024:						
Nonspendable						
Revolving cash and imprest funds	$ 500	$ —	$ 12	$ —	$ —	$ 12
Inventories	—	—	17,861	—	—	17,861
Prepaids	101	—	68	—	—	68
Restricted	1,192,626	1,422,815	421,068	502	709,873	1,131,443
Assigned	—	—	8,951	—	7,774	16,725
Unassigned	—	—	(51)	—	—	(51)
Total	1,193,227	1,422,815	447,909	502	717,647	1,166,058
Fund Balance, July 1, 2023	1,235,574	1,305,162	300,949	436	318,060	619,445
Increase (decrease) in fund balance	$ (42,347)	$ 117,653	$ 146,960	$ 66	$ 399,587	$ 546,613

(Continued)

The fund balance decreased during the current year for the District Bonds due to the issuance of new General Obligation Bonds offset by increase in spending for school modernization projects and renovation.

The increase of $0.1 billion in the Bond Interest and Redemption Fund was driven by a higher property tax levy for local bond debt service. The Special Revenue Fund increase was primarily due to a one-time rate adjustment of $0.1 billion received for the Child Development Fund, and an additional $0.4 billion in reimbursements from the Emergency Connectivity Fund for Adult Education Fund.

The increase of $399 million for the Capital Projects was primarily due to proceeds from new COPs 2023A issuance offset by increase in spending on projects in the County School Facilities Bonds. Debt Service increased primarily due to interest earned.

Proprietary funds. The District's proprietary funds provide the same type of information found in the government-wide financial statements.

At year-end, the District's proprietary funds reported a negative unrestricted net position of $0.05 billion. The current year's net decrease of $0.5 billion was primarily due to higher claims in the Health and Welfare Fund and the Self-insurance Fund.

General Fund Budgetary Highlights

The District closely monitors and reviews its revenue and expenditure data to ensure maintenance of sufficient ending balance. This monitoring and review occur from the development of the budgeted data through the State-mandated first and second interim financial reports, and at year end, utilizing actual revenue and expenditure data.

Modified Final Budget vs. Original Final Budget

The District's Original Final Budget is based on assumptions from the State's May Revision Budget, while the Modified Final Budget is based not only on the State's Enacted Budget, but also on all other known State budgetary changes and changes to the District's priority of program implementations and/or planned expenditures since the Original Final Budget. Differences between the 2023-24 General Fund Original Final Budget and the Modified Final Budget resulted in a higher budgeted ending balance by $1.0 billion, to $5.0 billion from $4.0 billion. Adjustments to the Original Final Budget included an increase in beginning balance of $0.5 billion, an increase in budgeted revenues and financing sources of $0.9 billion, and an increase in budgeted expenditures and other financing uses of $0.4 billion.

The increase in beginning balance of $0.5 billion was to reflect the actual ending balance as of June 30, 2023, as opposed to the estimated June 30, 2023, ending balance. The net increase in budgeted revenues and other financing sources of $0.9 billion was mostly due to the recognition of FEMA reimbursement for COVID-19 testing and vaccination expenses of $0.5 billion, higher state revenues of $0.2 billion from the implementation of new grants and categorical programs, and an increase in local revenues of $0.2 billion primarily from recognition of higher interest income and Medi-Cal Billing Option Program reimbursement

The increase in budgeted expenditures and other financing uses of $0.4 billion was mostly attributable to the implementation of restricted programs such as Expanded Learning Opportunities Program, Medi-Cal Billing Option, Equity Multiplier totaling $0.2 billion as well as the implementation of various federal, state, and local grants totaling $0.2 billion.

(Continued)

Actual vs. Modified Final Budget

The beginning balance remained the same for both the Actual and the Modified Final Budget. The unfavorable variance of $0.1 billion in revenues and other financing sources between the Actual and Modified Final Budget was mostly due to adjustments on multi-year grants and COVID-related funds which are budgeted in their entirety but earned only to the extent of actual expenditures incurred.

The favorable variance of $1.5 billion in expenditures and other financing uses between the Actual and the Modified Final Budget was mostly from school carryover and COVID-related accounts. The unspent portion of these accounts shall carry over into the next fiscal year for further program implementation and/or to pay future obligations. The largest decreases in expenditures were in Books and Supplies ($0.9 billion), Certificated Salaries ($0.3 billion) and Services and Other Operating Expenditures ($0.1 billion).

Differences between the Actual and Modified Final Budget resulted in a higher ending balance by $1.4 billion, to $6.4 billion from $5.0 billion.

Capital Assets and Debt Administration

Capital assets. The District's investment in capital assets for its governmental activities as of June 30, 2024, amounts to $16.3 billion (net of accumulated depreciation), a 3.6% increase from the prior year. The investment in capital assets includes sites, improvement of sites, buildings and improvements, equipment, construction in progress, lease assets and subscription assets, net of any related accumulated depreciation. The increase is primarily due to comprehensive and major modernization projects, heating, ventilation, and air conditioning (HVAC) projects, improvement at school sites, Cyber and Campus Security projects, School Network System Upgrades, and increase in subscription assets.

Summary of capital assets (net of accumulated depreciation) is as follows (in thousands):

	2024	2023
Sites	$ 3,101,510	$ 3,101,518
Improvement of sites	333,225	323,162
Buildings and improvements	9,102,846	9,098,155
Equipment	383,687	367,061
Construction in progress	3,302,103	2,777,727
Lease assets	50,174	54,970
Subscription assets	51,682	35,359
Total	$ 16,325,227	$ 15,757,952

Additional information on the District's capital assets can be found in Note 7 on pages 39-40 of this report.

Debt Administration

Long-term obligations. At the close of the current fiscal year, the District's total long-term obligations amounted to $29.4 billion. Of this, $11.7 billion consists of debt to be repaid through voter-approved property taxes, and the District's General Fund. The total long-term obligations increased by $1.8 billion during the fiscal year, primarily due to issuance of new Certificates of Participation (COPs) and changes in actuarial assumptions for self-insurance claims.

(Continued)

Summary of long-term obligations is as follows (in thousands):

	Governmental Activities	
	2024	2023
General Obligation (GO) Bonds	$ 11,651,806	$ 11,448,075
Certificates of Participation (COPs)	511,478	101,109
Capital Lease Obligations	51,824	55,818
Subscription-based Information Technology Agreements	43,514	32,296
Liability for Compensated Absences	108,995	90,932
Liability for Other Employee Benefits	24,177	24,891
Self-insurance Claims	1,113,152	656,603
Net Pension Liability	6,942,831	6,730,407
Other Postemployment Benefits (OPEB)	8,991,231	8,482,271
Arbitrage Payable	3,155	–
Total	$ 29,442,163	$ 27,622,402

Long-Term Credit Ratings

Below are the District's long-term credit ratings as of June 30, 2024 from the rating agencies that carry ratings on all or some of the District's outstanding GO bonds and COPs:

1. Moody's Investors Service (Moody's) rated the District's GO bonds and COPs "Aa2" and "A1", respectively, with a Stable Outlook. In addition, Moody's assigned an "Aa3" issuer rating to the District.
2. Fitch Ratings (Fitch) rated the District's GO bonds and COPs "AAA" and "A+", respectively, with a Stable Outlook. In addition, Fitch assigned the District an Issuer Default Rating of "AA-".
3. Standard & Poor's (S&P) rated the District's GO bonds as "AA-" with a Stable Outlook.
4. Kroll Bond Rating Agency (KBRA) rated the District's GO bonds as "AAA" with a Stable Outlook.

State statutes limit the issuance of general obligation bond debt by a unified school district if the outstanding general obligation bonds are more than 2.5% of its total taxable property. The debt limitation for the District as of June 30, 2024, is $23.2 billion, which is in excess of the District's outstanding general obligation bond debt.

Additional information on the District's long-term obligations can be found in Notes 11 and 12 on pages 64-67 of this report.

Requests for Information

This financial report is designed to provide a general overview of the District's finances for all those with an interest in the District's finances. This report is available on the District's website, under the Office of the Chief Financial Officer homepage (https://www.lausd.org/Page/1679). Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Chief Financial Officer, Los Angeles Unified School District, P.O. Box 513307-1307, Los Angeles, California 90051-1307.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Statement of Net Position
June 30, 2024
(in thousands)

	Governmental Activities
Assets:	
Cash in county treasury, in banks, and on hand	$ 10,863,147
Cash held by trustee	800,940
Investments	13,735
Lease Receivable	13,935
Property taxes receivable	111,498
Accounts receivable, net	1,042,251
Accrued interest receivable	106,040
Prepaids	18,847
Inventories	56,455
Accounts receivable, non current	1,829
Other assets	6,212
Capital assets:	
Sites	3,101,510
Improvement of sites	937,907
Buildings and improvements	18,207,631
Equipment	2,739,378
Construction in progress	3,302,103
Lease Assets	65,550
Subscription Assets	97,036
Less accumulated depreciation	(12,125,888)
Total Capital Assets, Net of Depreciation	16,325,227
Total Assets	29,360,116
Deferred Outflows of Resources	5,711,320
Liabilities:	
Vouchers and accounts payable	564,104
Contracts payable	135,702
Accrued payroll	582,622
Accrued interest	205,539
Other payables	281,628
Unearned revenue	53,299
Long-term liabilities:	
Portion due within one year	1,249,813
Portion due after one year	12,258,288
Net Pension Liability	6,942,831
Net other post-employment liabilities	8,991,231
Total Liabilities	31,265,057
Deferred Inflows of Resources	6,170,197
Net Position:	
Net investment in capital assets	3,969,958
Restricted for:	
Debt service	1,330,967
Program activities	4,136,934
Unrestricted	(11,801,677)
Total Net Position	$ (2,363,818)

See accompanying notes to basic financial statements.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Statement of Activities
Year Ended June 30, 2024
(in thousands)

Functions/programs	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Assets
Governmental activities:					
Instruction	$ 5,072,381	$ 20,913	$ 1,876,055	$ —	$ (3,175,413)
Support Services – students	733,509	447	444,969	—	(288,093)
Support Services – instructional staff	859,470	85	495,811	—	(363,574)
Support Services – general administration	143,193	—	9	—	(143,184)
Support Services – school administration	682,625	—	228,744	—	(453,881)
Support Services – business	838,188	12,553	147,627	—	(678,008)
Operation and maintenance of plant services	982,270	34,464	154,422	—	(793,384)
Student transportation services	198,150	—	10,526	—	(187,624)
Data processing services	156,909	—	1,712	—	(155,197)
Operation of non-instructional services	680,183	1,196	724,656	—	45,669
Facilities acquisition and construction services*	172,218	83,911	150,312	89,042	151,047
Other Uses	8,786	—	1,614	—	(7,172)
Interest expense	603,781	—	8,694	113,652	(481,435)
Depreciation – unallocated**	592,808	—	—	—	(592,808)
Total Governmental Activities	$ 11,724,471	$ 153,569	$ 4,245,151	$ 202,694	$ (7,123,057)
General revenues:					
Taxes:					
Property taxes, levied for general purposes					2,150,106
Property taxes, levied for debt service					1,185,977
Property taxes, levied for community redevelopment					60,653
State aid not restricted to specific purpose					4,585,386
Grants, entitlements, and contributions not restricted to specific programs					188,281
Unrestricted investment earnings					284,570
Miscellaneous					554,812
Total General Revenues					9,009,785
Change in Net Position					1,886,728
Net Position – Beginning of Year					(4,250,546)
Net Position – End of Year					$ (2,363,818)

* This amount represents expenses incurred in connection with activities related to capital projects that are not otherwise capitalized and included as part of capital assets (for example, project manager fees).

** This amount excludes the depreciation that is included in the direct expenses of the various programs.

See accompanying notes to basic financial statements.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Balance Sheet
Governmental Funds
June 30, 2024
(in thousands)

	General	District Bonds	Bond Interest and Redemption	Other Governmental	Total Governmental
Assets:					
Cash in county treasury, in banks, and on hand	$ 6,731,919	$ 1,388,800	$ 1,046,282	$ 637,676	$ 9,804,677
Cash held by trustee	44	—	378,225	422,671	800,940
Investments	—	—	—	13,735	13,735
Lease receivable	11,781	—	—	2,154	13,935
Taxes receivable	—	—	111,498	—	111,498
Accounts receivable – net	850,965	—	—	128,347	979,312
Accrued interest receivable	71,329	17,046	—	7,418	95,793
Due from other funds	30,000	—	—	—	30,000
Prepaids	8,338	101	—	68	8,507
Inventories	38,594	—	—	17,861	56,455
Other assets	—	—	—	48	48
Total Assets	7,742,970	1,405,947	1,536,005	1,229,978	11,914,900
Deferred Outflows of Resources	—	—	—	—	—
Total Assets and Deferred Outflows of Resources	$ 7,742,970	$ 1,405,947	$ 1,536,005	$ 1,229,978	$ 11,914,900
Liabilities and Fund Balances:					
Vouchers and accounts payable	$ 460,810	$ 65,056	$ —	$ 21,431	$ 547,297
Contracts payable	4,380	129,703	—	1,619	135,702
Accrued payroll	561,745	7,207	—	17,562	586,514
Other payables	241,154	10,754	—	9,022	260,930
Unearned revenue	41,167	—	—	12,132	53,299
Total Liabilities	1,309,256	212,720	—	61,766	1,583,742
Deferred Inflows of Resources:					
Property taxes	—	—	111,498	—	111,498
Build America Bond Subsidy	—	—	1,692	—	1,692
Leases	11,781	—	—	2,154	13,935
Total Deferred Inflows of Resources	11,781	—	113,190	2,154	127,125
Fund Balances:					
Nonspendable	49,852	601	—	17,941	68,394
Restricted	1,794,588	1,192,626	1,422,815	—	4,410,029
Restricted, reported in:					
Special revenue funds	—	—	—	421,068	421,068
Debt service funds	—	—	—	502	502
Capital projects funds	—	—	—	709,873	709,873
Committed	2,972,038	—	—	—	2,972,038
Assigned	491,522	—	—	—	491,522
Assigned, reported in:					
Special revenue funds	—	—	—	8,951	8,951
Capital projects funds	—	—	—	7,774	7,774
Unassigned:					
Reserved for economic uncertainties	244,900	—	—	—	244,900
Unassigned	869,033	—	—	(51)	868,982
Total Fund Balances	6,421,933	1,193,227	1,422,815	1,166,058	10,204,033
Total Liabilities, Deferred Inflows of Resources and Fund Balances	$ 7,742,970	$ 1,405,947	$ 1,536,005	$ 1,229,978	$ 11,914,900

See accompanying notes to basic financial statements.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Reconciliation of the Governmental Funds Balance Sheet to
the Statement of Net Position
June 30, 2024
(in thousands)

Total Fund Balances – Governmental Funds	$ 10,204,033
Amounts reported for governmental activities in the statement of net position are different because:	
Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of the assets is $28,451,115 and the accumulated depreciation is $12,125,888.	16,325,227
Prepaid subscription software expenditures are reported as subscription assets in the governmental activities.	(3,575)
Property taxes receivable will be collected this year, but are not available soon enough to pay the current period's expenditures and therefore are unearned in the funds.	111,498
Federal subsidies for debt service expenditures are recognized in the governmental funds only when the corresponding interest expenditure is recognized.	1,692
Receivables that will be collected in the following year and thereafter are not available soon enough to pay the current period's expenditures and therefore are not reported in the governmental funds.	1,829
An internal service fund is used by the District's management to charge the costs of health and welfare, workers' compensation and liability self-insurance premiums and claims to the individual funds. The assets and liabilities of the internal service funds are included in the governmental activities.	(50,492)
Long-term liabilities, including bonds and lease payable, are not due and payable in the current period and therefore are not reported as liabilities in the governmental funds.	(12,596,451)
Deferred outflow/inflow of resources – refunding charges are not reported in the governmental funds.	(89,919)
Proportionate share of net pension liability and related deferred inflow/outflow of resources are not reported in the governmental funds.	(5,251,368)
Net other post-employment benefits liability and related deferred inflow/outflow of resources are not reported in the governmental funds.	(11,016,292)
Total Net Position – Governmental Activities	$ (2,363,818)

See accompanying notes to basic financial statements.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Statement of Revenues, Expenditures, and Changes in Fund Balances
Governmental Funds
Year Ended June 30, 2024
(in thousands)

	General	District Bonds	Bond Interest and Redemption	Other Governmental	Total Governmental
Revenues:					
Local Control Funding Formula sources	$ 6,735,477	$ —	$ —	$ —	$ 6,735,477
Federal revenues	2,121,516	—	69,549	415,510	2,606,575
Other state revenues	1,778,356	—	3,127	667,903	2,449,386
Other local revenues	582,333	83,305	1,225,337	256,349	2,147,324
Total Revenues	11,217,682	83,305	1,298,013	1,339,762	13,938,762
Expenditures:					
Current:					
Certificated salaries	3,877,706	—	—	129,424	4,007,130
Classified salaries	1,516,258	51,639	—	251,476	1,819,373
Employee benefits	2,919,796	29,805	—	249,910	3,199,511
Books and supplies	602,821	3,395	—	217,230	823,446
Services and other operating expenditures	1,506,077	48,861	—	36,913	1,591,851
Capital outlay	113,063	950,718	—	170,069	1,233,850
Debt service – principal	25,763	3	706,023	11,109	742,898
Debt service – bond issuance cost	—	—	6,797	—	6,797
Debt service – bond, COPs, and capital leases interest	1,105	—	524,166	14,509	539,780
Other outgo	7,168	—	—	1,618	8,786
Transfers of indirect costs – interfund	(20,118)	—	—	20,118	—
Total Expenditures	10,549,639	1,084,421	1,236,986	1,102,376	13,973,422
Excess (Deficiency) of Revenues Over (Under) Expenditures	668,043	(1,001,116)	61,027	237,386	(34,660)
Other Financing Sources (Uses):					
Transfers in	32,346	110,925	—	26,679	169,950
Transfers out	(25,052)	(2,156)	—	(142,742)	(169,950)
Premium on bonds issued	—	—	49,829	—	49,829
Payment to refunded COPs escrow agent	—	—	—	(201)	(201)
Proceeds on refunding bonds issued	—	—	2,974,945	—	2,974,945
Payment to refunding bond escrow agent	—	—	(3,331,662)	—	(3,331,662)
Premium on refunding bonds issued	—	—	363,514	—	363,514
Premium on COPs issued	—	—	—	41,231	41,231
Capital leases	18	—	—	—	18
Proceeds from COPs issued	—	—	—	384,260	384,260
Proceeds from SBITAs	38,327	—	—	—	38,327
Proceeds from sale of bonds	—	850,000	—	—	850,000
Total Other Financing Sources (Uses)	45,639	958,769	56,626	309,227	1,370,261
Net Changes in Fund Balances	713,682	(42,347)	117,653	546,613	1,335,601
Fund Balances, July 1, 2023	5,708,251	1,235,574	1,305,162	619,445	8,868,432
Fund Balances, June 30, 2024	$ 6,421,933	$ 1,193,227	$ 1,422,815	$ 1,166,058	$ 10,204,033

See accompanying notes to basic financial statements.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Reconciliation of the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balances to the Statement of Activities
Year Ended June 30, 2024
(in thousands)

Net Changes in Fund Balances – Governmental Funds	$	1,335,601
Amounts reported for governmental activities in the statement of activities are different because:		
Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.		566,379
Proceeds of new debt and repayment of debt principal are reported as other financing sources and uses in the governmental funds, but constitute additions and reductions to liabilities in the statement of net position.		(168,003)
Premiums, discounts, and refunding charges are reported as other financing sources and uses in the governmental funds, but constitute additions and reductions to liabilities in the statement of net position.		(403,840)
Because some property taxes will not be collected for several months after the District's fiscal year ends, they are not considered “available” revenues for this year.		1,744
In the statement of activities, compensated absences and other retirement benefits are measured by the amounts the employees earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (essentially, the amounts actually paid).		(16,670)
Interest on long-term debt in the statement of activities differs from the amount reported in the governmental fund because interest is recognized as an expenditure in the funds when it is due, and thus requires the use of financial resources. In the statement of activities, however, interest expense is recognized as interest accrues, regardless of when it is due.		(104,141)
Some expenses, including legal settlements and rebatable arbitrage, are recognized in the government wide statements as soon as the underlying event has occurred but not until due and payable in the governmental funds.		
An internal service fund is used by the District's management to charge the costs of health and welfare, workers’ compensation and liability self-insurance premiums and claims to the individual funds. The net revenue of the internal service fund is reported with governmental activities.		(3,155) (417,101)
Legal settlement gains are recognized in the government wide statements as soon as the underlying event has occurred but not until collected in the governmental funds.		(1,879)
Adoption of GASB 68 recognizes actuarial pension expense in the government wide statements and reclassify actual pension contribution in the current year as deferred outflow of resources.		285,705
Adoption of GASB 75 recognizes actuarial OPEB expense in the government wide statements and reclassify actual pension contribution in the current year as deferred outflow of resources.		812,088
Change in Net Position of Governmental Activities	$	1,886,728

See accompanying notes to basic financial statements.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Statement of Revenues, Expenditures, and Changes in Fund Balances – Budget and Actual

General Fund

Year Ended June 30, 2024

(in thousands)

	Budget			Variance with Final Budget – Favorable (Unfavorable)
	Original	Final	Actual	
Revenues:				
Local Control Funding Formula sources	$ 6,738,270	$ 6,734,406	$ 6,735,477	$ 1,071
Federal revenues	1,840,519	2,325,413	2,121,516	(203,897)
Other state revenues	1,678,012	1,833,635	1,778,356	(55,279)
Other local revenues	274,203	500,381	582,333	81,952
Total Revenues	10,531,004	11,393,835	11,217,682	(176,153)
Expenditures:				
Current:				
Certificated salaries	3,730,390	4,153,997	3,877,706	276,291
Classified salaries	1,433,966	1,552,634	1,516,258	36,376
Employee benefits	2,820,171	3,008,518	2,919,796	88,722
Books and supplies	1,893,115	1,519,928	602,821	917,107
Services and other operating expenditures	1,718,465	1,637,737	1,506,077	131,660
Capital outlay	53,569	170,378	113,063	57,315
Debt service – principal	3,795	26,156	25,763	393
Debt service – bond, COPs, and capital leases interest	956	1,106	1,105	1
Other outgo	5,828	7,234	7,168	66
Transfers of indirect costs – interfund	(20,039)	(19,511)	(20,118)	607
Total Expenditures	11,640,216	12,058,177	10,549,639	1,508,538
Excess (Deficiency) of Revenues Over (Under) Expenditures	(1,109,212)	(664,342)	668,043	1,332,385
Other Financing Sources (Uses):				
Transfers in	30,000	32,346	32,346	—
Contributions	—	—	—	—
Transfers out	(27,192)	(25,057)	(25,052)	5
Capital leases	—	—	18	18
Proceeds from sale of capital assets	10	—	—	—
Proceeds from SBITAs	—	—	38,327	38,327
Total Other Financing Sources (Uses)	2,818	7,289	45,639	38,350
Net Changes in Fund Balances	(1,106,394)	(657,053)	713,682	1,370,735
Fund Balances, July 1, 2023	5,179,256	5,708,251	5,708,251	—
Fund Balances, June 30, 2024	$ 4,072,862	$ 5,051,198	$ 6,421,933	$ 1,370,735

See accompanying notes to basic financial statements.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Statement of Net Position
Proprietary Funds
Governmental Activities – Internal Service Funds
June 30, 2024
(in thousands)

Assets:	
Cash in county treasury, in banks, and on hand	$ 1,058,470
Accounts receivable – net	62,939
Accrued interest and dividends receivable	10,248
Prepaids	13,911
Other assets	6,165
Total Assets	1,151,733
Deferred Outflows of Resources	7,910
Liabilities:	
Current:	
Vouchers and accounts payable	16,804
Accrued payroll	1,057
Other payables	19,786
Due to other funds	30,000
Estimated liability for self-insurance claims	380,240
Total Current Liabilities	447,887
Noncurrent:	
Estimated liability for self-insurance claims	732,912
Net other postemployment benefits liability	10,837
Net pension liability	12,108
Total Noncurrent Liabilities	755,857
Total Liabilities	1,203,744
Deferred Inflows of Resources	6,392
Total Net Position – Unrestricted	$ (50,493)

See accompanying notes to basic financial statements.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Statement of Revenues, Expenses, and Changes in Fund Net Position
Proprietary Funds
Governmental Activities – Internal Service Funds
Year Ended June 30, 2024
(in thousands)

Operating Revenues:	
In-District premiums	$1,506,966
Others	11,950
Total Operating Revenues	1,518,916
Operating Expenses:	
Classified salaries	8,063
Employee benefits	4,202
Supplies	317
Premiums and claims expenses	1,951,636
Claims administration	15,719
Other contracted services	1,514
Total Operating Expenses	1,981,451
Operating Income (Loss)	(462,535)
Nonoperating Revenues (Expenses):	
Investment income	45,482
Miscellaneous expense	(49)
Total Nonoperating Revenues	45,433
Changes in Net Position	(417,102)
Total Net Position, July 1, 2023	366,609
Total Net Position, June 30, 2024	$ (50,493)

See accompanying notes to basic financial statements.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Statement of Cash Flows
Proprietary Funds
Governmental Activities – Internal Service Funds
Year Ended June 30, 2024
(in thousands)

Cash Flows from Operating Activities:	
Cash payments to employees for services	$ (12,959)
Cash payments for goods and services	(1,509,939)
Receipts from assessment to other funds	1,506,966
Receipts from other operating revenue	11,950
Net Cash Used by Operating Activities	(3,982)
Cash Flows from Non-Capital Financing Activities:	
Loan from other funds	30,000
Cash Provided by Non-Capital Financing Activities	30,000
Cash Flows from Investing Activities:	
Earnings on investments	44,458
Cash Provided by Investing Activities	44,458
Net Increase in Cash and Cash Equivalents	70,476
Cash and Cash Equivalents, July 1	987,994
Cash and Cash Equivalents, June 30	$ 1,058,470
Reconciliation of Operating Income to Net Cash Used by Operating Activities:	
Operating Income (Loss)	$ (462,535)
Adjustments to reconcile operating income to net cash used by operating activities:	
Net decrease in pension and other postemployment benefits expense from actuarial valuation	(293)
Change in Assets: Decrease (Increase)	
Accounts receivable	(2,017)
Prepaids	(271)
Other assets	(1,390)
Change in Liabilities: Increase (Decrease)	
Vouchers and accounts payable	7,609
Accrued payroll	(400)
Other payables	(1,234)
Estimated liability for self-insurance claims – current	147,939
Estimated liability for self-insurance claims – noncurrent	308,610
Total Adjustments	458,553
Net Cash Used by Operating Activities	$ (3,982)

See accompanying notes to basic financial statements.

(1) Summary of Significant Accounting Policies

The Los Angeles Unified School District (District) accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to U.S. generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB).

The following summary of the more significant accounting policies of the District is provided to assist the reader in interpreting the basic financial statements presented in this section. These policies, as presented, should be viewed as an integral part of the accompanying basic financial statements.

(a) Reporting Entity

The District is primarily responsible for all activities related to K-12 public education in most of the western section of Los Angeles County, State of California. The governing authority, as designated by the State Legislature, consists of seven elected officials who together constitute the Board of Education (Board). Those organizations, functions, and activities (component units) for which the Board has accountability comprise the District's reporting entity.

The District's Audited Annual Financial Report includes all funds of the District and its component units with the exception of the fiscally independent charter schools, which are required to submit audited financial statements individually to the State, and the Auxiliary Services Trust Fund, which is not significant in relation to District operations. This fund was established in 1935 to receive and disburse funds for insurance premiums on student body activities and property, "all city" athletic and musical events, and grants restricted for student related activities. The District has certain oversight responsibilities for these operations but there is no financial interdependency between the financial activities of the District and the fiscally independent charter schools or the Auxiliary Services Trust Fund.

Blended Component Units

The LAUSD Financing Corporation and the LAUSD Administration Building Finance Corporation (the Corporations) were formed in 2000 and 2001, respectively, to finance properties leased by the District. The Corporations have a financial and operational relationship which meets the reporting entity definition criteria of GASB for inclusion of the Corporations as blended component units of the District. These Corporations are nonprofit public benefit corporations and they were formed to provide financing assistance to the District for construction and acquisition of major capital facilities. The District currently occupies all completed Corporation facilities under lease purchase agreements. At the end of the lease terms, or pursuant to relevant transaction documents with the District, or upon dissolution of the Corporations, title to all Corporations property passes to the District.

On July 1, 2014, the District entered into a joint venture agreement with Los Angeles Trust for Children's Health as the original participant to form Los Angeles Unified School District Risk Management Authority (LAUSDRMA). LAUSDRMA was formed to permit the participants to jointly exercise their common powers to self-insure, pool, and jointly fund and purchase insurance, and to establish insurance programs for a variety of risks. This joint venture also meets GASB's reporting definition criteria of a blended component unit. Detailed information about LAUSDRMA's Financial Statements is available in a separately issued financial report. Copies of the said report may be obtained by written request to General Manager/Secretary, LAUSDRMA, 333 S. Beaudry Avenue, 28th Floor, Los Angeles, CA 90017.

(b) Government-wide and Fund Financial Statements

The District's basic financial statements consist of fund financial statements and government-wide statements which are intended to provide an overall viewpoint of the District's finances. The government-wide financial statements, which are the statement of net position and the statement of activities, report information on all District funds excluding the effect of interfund activities. Governmental activities, which are normally supported by taxes and intergovernmental revenues, are reported separately from business-type activities, which are primarily supported by fees and service charges. The District does not conduct any business-type activities.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include: 1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function; and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function. Taxes and other items not properly included among program revenues are reported as general revenues.

Separate financial statements are provided for governmental funds and proprietary funds. Major individual governmental funds are reported as separate columns in the fund financial statements on pages 17 and 19. Nonmajor funds are aggregated in a single column.

(c) Measurement Focus and Basis of Accounting

The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting, as are the proprietary and trust funds. Revenues are recorded when earned and expenses are recorded when the liability is incurred, regardless of the timing of related cash flows.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recorded when susceptible to accrual, i.e., both measurable and available to finance expenditures of the fiscal period. "Available" means collectible within the current period or soon enough thereafter to pay current liabilities. Application of the "susceptibility to accrual" criteria requires consideration of the materiality of the item in question and due regard for the practicality of accrual, as well as consistency in application.

Federal revenues and State apportionments and allowances are determined to be available and measurable when entitlement occurs or related eligible expenditures are incurred. Secured and unsecured property taxes related to debt service and community redevelopment purposes that are estimated to be collectible and receivable within 60 days of the current period are recorded as revenue. Investment income is accrued when earned. All other revenues are not considered susceptible to accrual.

Expenditures for the governmental funds are generally recognized when the related fund liability is incurred, except debt service expenditures and expenditures related to compensated absences which are recognized when payment is due.

(d) Financial Statement Presentation

The District's audited annual financial report includes the following:

- Management's Discussion and Analysis is a narrative introduction and analytical overview of the District's financial activities as required by GASB Statement No. 34. This narrative overview is in a format similar to that in the private sector's corporate annual reports.
- Government-wide financial statements are prepared using full accrual accounting for all of the District's activities. Therefore, current assets and liabilities, deferred outflow and inflow of resources, capital and other long-term assets, and long-term liabilities are included in the financial statements.
- Statement of net position displays the financial position of the District including all capital assets and related accumulated depreciation, long-term liabilities, and net pension and other postemployment benefits (OPEB) liabilities.
- Statement of activities focuses on the cost of functions and programs and the effect of these on the District's net position. This financial report is also prepared using the full accrual basis and includes depreciation expense.

(e) Fund Accounting

The District's accounting system is organized and operated on the basis of funds. Fund Accounting emphasizes accountability rather than profitability. Resources are allocated to and accounted for in individual funds based upon the purposes for which they are to be spent and the means by which spending activities are controlled. A description of the activities of the various funds is provided below:

Major Governmental Funds

The District has the following major governmental funds for the fiscal year 2023-24:

General Fund – The General Fund is used to account for all financial resources relating to educational activities and the general business operations of the District, including educational programs funded by other governmental agencies. The General Fund consists of unrestricted and restricted funds.

District Bond Funds – This category represents the total of the following building accounts: Building Account – Measure K, established to account for bond proceeds received by the passage of such measure in the Election of 2002; Building Account – Measure R, established to account for bond proceeds received by the passage of such measure in the Election of 2004; Building Account – Measure Y, established to account for bond proceeds received by the passage of such measure in the Election of 2005; Building Account – Measure Q, established to account for bond proceeds received by the passage of such measure in the Election of 2008; and Building Account - Measure RR, established to account for bond proceeds received by the passage of such measure in the Election of 2020.

Bond Interest and Redemption Fund – This Debt Service Fund is used to account for the payment of principal and interest on the general obligation bond issues (Measure K, Measure R, Measure Y, Measure Q, and Measure RR). Revenues are derived from ad valorem taxes levied upon all taxable property in the District.

Other Governmental Funds

The District has the following nonmajor governmental funds:

Special Revenue Funds – Special Revenue Funds are used to account for the proceeds of specific revenue sources that are restricted or committed to expenditures for the specific purpose (other than debt service or capital projects) of the individual funds. The District maintains the following Special Revenue Funds: Student Activity Special Revenue, Adult Education, Child Development, and Cafeteria.

Debt Service Funds – Debt Service Funds are used to account for all financial resources that are restricted, committed, or assigned to expenditures for the repayment of general long-term debt principal and interest. The District maintains the following nonmajor Debt Service Funds: Tax Override and Capital Services. The Bond Interest and Redemption Fund is reported separately as a major fund in fiscal year 2023-24.

Capital Projects Funds – Capital Projects Funds are used to account for all financial resources that are restricted, committed, or assigned to expenditures for the acquisition or construction of major capital facilities and equipment other than those financed by the General and Special Revenue Funds. The District maintains the following nonmajor Capital Projects Funds: Building, Capital Facilities Account, County School Facilities Bonds, Special Reserve – Community Redevelopment Agency, Special Reserve, Special Reserve – FEMA – Earthquake, and Special Reserve – FEMA – Hazard Mitigation. The District Bond Funds (Measure K, Measure R, Measure Y, Measure Q, and Measure RR) is reported separately as a major fund in fiscal year 2023-24.

Proprietary Funds

The District has the following Proprietary Funds:

Internal Service Funds – Internal Service Funds are used to account for all financial resources intended to provide self-insurance services to other operating funds of the District on a cost-reimbursement basis. The District maintains the following Internal Service Funds: Health and Welfare Benefits, Workers' Compensation Self-insurance, and Liability Self-Insurance. The Health and Welfare Benefits Fund was established to pay for claims, administrative costs, insurance premiums, and related expenditures; the Workers' Compensation Self-Insurance Fund and the Liability Self-Insurance Fund were established to pay for claims, excess insurance coverage, administrative costs, and related expenditures.

Under the full accrual basis of accounting that is generally accepted for Internal Service Funds, total estimated liabilities for self-insurance are recorded based on estimated claims liabilities, including the estimated liability for incurred but not reported claims. For the Workers' Compensation Self-Insurance and Liability Self-Insurance Funds, the estimates are determined by applying an appropriate discount rate to estimated future claim payments. No discount is applied to estimated Health and Welfare Benefits Fund claims because they are generally paid within a short period of time after the claims are filed.

Proprietary funds distinguish operating revenues and expenses from nonoperating items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with a proprietary fund's principal ongoing operations. The principal operating revenues of the District's internal service funds are charges to other operating funds for self-insurance services. Operating expenses include the cost of services including insurance premiums, claims, and administrative costs. All revenues and expenses not meeting this definition are nonoperating revenues and expenses.

(f) Budgetary Control and Encumbrances

School districts in California are required by Education Code Section 41010 to follow the *California School Accounting Manual* in preparing reports to the State. The District utilizes a single-adoption budget schedule that requires Final Budget adoption by the State-mandated July 1 deadline. The District is allowed to modify its adopted budget within 45 days of the passage of the State budget. In addition, the District revises the budget during the year to give consideration to unanticipated revenues and expenditures (see Note 4 – Budgetary Appropriation Amendments).

In accordance with the District's Board policy, management has the authority to make routine transfers of budget appropriations among major categories within a fund. Routine budget transfers are summarized and periodically reported to the Board for ratification. Nonroutine transfers may not be processed without prior Board approval.

During the year, several supplementary appropriations were necessary. The original and final revised budgets are presented in the financial statements. Budgets for all governmental fund types are adopted on a basis consistent with generally accepted accounting principles. Budgets are adopted for the General, Special Revenue, Debt Service, Capital Projects, and Internal Service Funds.

Formal budgetary integration is employed as a management control device during the year for all budgeted funds. The District employs budgetary control by minor (sub) object and by individual program accounts. Expenditures may not legally exceed budgeted appropriations by major object level as follows: Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services and Other Operating Expenditures, Capital Outlay, Other Outgo, and Other Financing Uses.

The District utilizes an encumbrance system for all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid or liabilities are incurred. All encumbrances expire at June 30. Appropriation authority lapses at the end of the fiscal year.

(g) Cash and Investments

Cash includes amounts in demand deposits with the Los Angeles County Treasury and various financial institutions, imprest funds for schools and offices, and cafeteria change funds. The District maintains some cash deposits with various banking institutions for collection clearing, check clearing, or revolving fund purposes. The District also maintains deposit accounts held by various trustees for the acquisition or construction of capital assets, for the repayment of long-term debts, and for the payment of other postemployment benefits.

In accordance with State Education Code Section 41001, the District deposits virtually all of its cash with the Treasurer of the County of Los Angeles. The District's deposits, along with funds from other local agencies such as the county government, other school districts, and special districts, make up a pool, which the County Treasurer manages for investment purposes. Earnings from the pooled investments are allocated to participating funds based on average investment in the pool during the allocation period.

All District-directed investments are governed by Government Code Section 53601 and Treasury investment guidelines. The guidelines limit specific investments to government securities, domestic chartered financial securities, domestic corporate issues, and California municipal securities. The District's securities portfolio is held by the County Treasurer. Interest earned on investments is recorded as revenue of the fund from which the investment was made. All District investments are stated at fair value based on quoted market prices.

(h) Short-term Interfund Receivables/Payables

Occasionally, a fund will not have sufficient cash to meet its financial obligations and a cash transfer will be required to enable that fund to pay its outstanding invoices and other obligations. These temporary borrowings between funds are classified as "due from other funds" or "due to other funds" on the governmental funds balance sheet. Interfund balances within governmental activities are eliminated on the government-wide statement of net position. At June 30, 2024, Health and Welfare Benefits fund has a balance of $30.0 million due to General Fund. The balance is anticipated to be returned within the fiscal year 2024-25.

(i) Inventories

Inventories consist of expendable materials and supplies held for consumption, which are valued at cost, using the average-cost method. Inventories are recorded as expenditures when shipped to schools and offices. Balances of inventory accounts are offset by corresponding reservations of fund balance, which indicate that these amounts are not available for appropriation and expenditure.

(j) Capital Assets

Capital assets, which include sites, improvement of sites, buildings and improvements, equipment, the right to use leased equipment, subscription assets, and construction in progress, are reported in the government-wide financial statements. Such assets are valued at historical cost or estimated historical cost unless obtained by annexation or donation, in which case they are recorded at estimated market value at the date of receipt. The District utilizes a capitalization threshold of $5,000.

Projects under construction are recorded at cost as construction in progress and transferred to the appropriate asset account when substantially complete. Costs of major improvements and rehabilitation of buildings are capitalized. Repair and maintenance costs are charged to expense when incurred. Equipment disposed of, or no longer required for its existing use, is removed from the records at actual or estimated historical cost, net of accumulated depreciation. All capital assets, except land and construction in progress, are depreciated using the Straight-line method over the following estimated useful lives. A full month's depreciation is applied on the date the asset is placed in service.

Assets	Years
Buildings	50
Portable buildings	20
Building improvements	20
Improvement of sites	20
Furniture and fixtures	20
Playground equipment	20
Food services equipment	15
Transportation equipment	15
Telephone system	10
Reprographics equipment	10
Broadcasting equipment	10
Vehicles	8
Computer system and equipment	5
Office equipment	5

(k) Contracts Payable

Contracts payable includes only the portion applicable to work completed and unpaid as of June 30, 2024.

(l) Compensated Absences

All vacation leaves are accrued in the government-wide statements when they are incurred. A liability is reported in the governmental funds only for vested or accumulated vacation leave of employees who have separated from the District as of June 30 and whose vacation benefits are payable within 60 days from the end of the fiscal year. The District, as a practice, does not accrue a liability for unused sick leave since accumulated sick leave is not a vested benefit. Employees who retire after January 1, 1999, who are members of the Public Employees' Retirement System (PERS) may use accumulated sick leave to increase their service years in the calculation of retirement benefits.

In 1995, pursuant to the District/UTLA Agreement (Article XIV, Section 1.2), the District agreed to compensate eligible employees for furlough days taken during the 1992-93 fiscal year to be paid in a lump-sum bonus upon retirement. The amount of bonus corresponds to the percentage that the employee's compensation was reduced in the 1992-93 school year based on the employee's salary band for that year. Liability is accrued in the government-wide statements for all unpaid balances. A liability is reported in the governmental funds only for employees who have separated from the District as of June 30.

(m) Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) pension plans and additions to/deductions from CalSTRS and CalPERS pension plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

(n) Long-term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the governmental activities statement of net position. Bond premiums and discounts are amortized over the life of the bonds using the effective-interest method. Bonds payable are reported net of the applicable bond premium or discount. Bond issuance costs are recognized as expense in the period incurred. Gains and losses on refunding related to bonds redeemed by proceeds from the issuance of new bonds are reported as either deferred inflows of resources or deferred outflows of resources and are amortized as an adjustment to interest expense using the effective-interest method over the shorter of the life of the new bonds or the remaining term of the bonds refunded.

In the fund financial statements, debt issuances including any related premiums or discounts as well as issuance costs are recognized during the current period. The face amount of debt issued is reported as other financing sources. Premiums on debt issuances are reported as other financing sources while discounts are reported as other financing uses. Issuance costs are reported as debt service expenditures.

(o) Local Control Funding Formula (LCFF) Sources/Property Taxes/Education Protection Account (EPA)

LCFF sources are the basic financial support for District activities. The District's LCFF is received from a combination of local property taxes, EPA, and state apportionments. For the fiscal year 2023-24, the District received $1.8 billion of local property taxes, $0.6 billion of EPA, and $4.3 billion of State aid.

Implementation of the LCFF began in fiscal year 2013-14 with a projected eight-year transition period. For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K-12 funding streams, including revenue limits and most state categorical programs. Until full implementation, local educational agencies (LEAs) will receive roughly the same amount of funding they received in fiscal year 2012-13 plus an additional amount each year to bridge the gap between current funding levels and the new LCFF target levels. As of 2023-24, the LCFF is funded at target for the District. Funding is calculated based on data reported by each LEA including pupil attendance, local revenue, and other demographic factors, in accordance with the LCFF. Allocations are made through the Principal Apportionment system.

The county is responsible for assessing, collecting, and apportioning property taxes. Taxes are levied for each fiscal year on taxable real and personal property in the county. The levy is based on the assessed values as of the preceding March 1, which is also the lien date. Property taxes on the secured roll are due on November 1 and February 1, and taxes become delinquent after December 10 and April 10, respectively. Property taxes on the unsecured roll are due on the lien date (March 1) and become delinquent if unpaid by August 31.

Secured property taxes are recorded as revenue when apportioned, in the fiscal year of the levy. The county apportions secured property tax revenue in accordance with the alternate method of distributions prescribed by Section 4705 of the California Revenue and Taxation Code. This alternate method provides for crediting each applicable fund with its total secured taxes upon completion of the secured tax roll, approximately on October 1 of each year. The County Auditor reports the amount of the District's allocated property tax revenue to the California Department of Education. Property taxes are recorded as LCFF sources by the District.

Another funding component to the total LCFF is the Education Protection Account (EPA). The EPA provides LEAs with general purpose state aid funding pursuant to Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012. Proposition 30 temporarily increases the state's sales tax rate for all taxpayers until the end of 2016 and the personal income tax rates for upper-

income taxpayers until the end of 2018. Proposition 55 was passed on November 8, 2016, extending the temporary personal income tax increases enacted in 2012 by 12 years. A portion of the revenues generated by the measure's temporary tax increases is deposited into the EPA which is used to support increased school funding.

The California Department of Education reduces the District's entitlement by the District's local property tax revenue and EPA entitlement. The balance is paid from the State General Fund, and is known as the State Apportionment. As a result, a receivable has not been recorded for the related property taxes in the General Fund as any receivable is offset by a payable on the state apportionment.

(p) Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, revenues and expenses in the accompanying basic financial statements. Actual results may differ from those estimates.

(q) New Pronouncement

The GASB has issued Statement No. 100, Accounting Changes and Error Corrections – an amendment of GASB Statement No. 62, effective for periods after June 15, 2023. This addresses accounting and financial reporting requirements for certain types of accounting changes and error corrections. For the fiscal year ended June 30, 2024, the District did not implement any accounting changes or correct any errors to previously issued financial statements. Therefore, the adoption had no impact on the District's current financial statements.

(2) Tax and Revenue Anticipation Notes

Tax and Revenue Anticipation Notes (TRANs) are short-term debt instruments used to finance temporary cash flow deficits attributable to the uneven receipt of property taxes and other revenues during the fiscal year.

The District did not have any TRANs issuance in fiscal year 2023-24.

(3) Reconciliation of Government-wide and Fund Financial Statements

(a) Explanation of Certain Differences Between the Governmental Fund Balance Sheet and the Government-wide Statement of Net Position

The accompanying governmental fund balance sheet includes reconciliation between *total fund balances – governmental funds* and *net position – governmental activities* as reported in the government-wide statement of net position. One element of that reconciliation explains that "long-term liabilities, including bonds payable, are not due and payable in the current period and therefore are not reported as liabilities in the governmental funds." The details of the $12,596,451 difference are as follows (in thousands):

Bonds payable	$ (11,651,806)
Certificates of Participation (COPs)	(511,478)
Arbitrage	(3,155)
Lease obligations	(51,824)
Liability for compensated absences	(105,778)
Liability for other employee benefits	(22,446)
Subscription-based Information Technology Arrangements (SBITAs)	(43,514)
Accrued interest	(205,539)
Other	(911)
Adjustment to reduce *total fund balances – governmental funds* to arrive at *net position – governmental activities*	$ (12,596,451)

(b) Explanation of Certain Differences Between the Governmental Fund Statement of Revenues, Expenditures and Changes in Fund Balances and the Government-wide Statement of Activities

The governmental fund statement of revenues, expenditures and changes in fund balances includes a reconciliation between *total net changes in fund balances – governmental funds* and *changes in net position of governmental activities* as reported in the accompanying government-wide statement of activities. One element of that reconciliation explains that "Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense." Moreover, in the statement of activities, only the gain on the sale of capital assets is reported. However, in the governmental funds, the proceeds from the sale increase financial resources. Thus, the change in net position differs from the change in fund balance by the cost of the capital asset sold. The details of this $566,379 difference are as follows (in thousands):

Capital related expenditures	$ 1,233,852
Cost of the capital assets sold	(644)
Depreciation expense	(666,829)
Net adjustment to decrease net changes in *total fund balances – governmental funds* to arrive at changes in net position – governmental activities	$ 566,379

Another element of that reconciliation states that, "Proceeds of new debt and repayment of debt principal are reported as other financing sources and uses in the governmental funds, but constitute additions and reductions to liabilities in the statement of net position." The details of this $168,003 difference are as follows (in thousands):

Debt issued or incurred:	
General Obligation (GO) Bonds	$ (3,824,945)
Certificates of Participation (COPs)	(384,260)
Lease Obligations	(449)
Subscription based information technolog arrangements (SBITAs)	(33,110)
Principal repayments:	
GO Bonds	706,224
COPs	10,540
Lease Obligations	4,443
SBITAs	21,892
Payments to escrow agent for refunding:	
Refunding GO Bonds	2,775,459
Deposit to Escrow Fund for Refunding GO Bonds	556,203
Net adjustment to increase net changes in *total* fund balances – governmental funds to arrive at changes in net position – governmental activities	$ (168,003)

(4) Budgetary Appropriation Amendments

During the fiscal year, modifications were necessary to increase appropriations for expenditures and other financing uses for the General Fund by $416 million.

(5) Cash and Investments

Cash and investments as of June 30, 2024, are classified in the accompanying basic financial statements as follows (in thousands):

Statement of net position:	
Cash	$ 10,863,147
Investments	13,735
Cash held by trustee	800,940
Total cash and investments	$ 11,677,822

Cash and investments as of June 30, 2024, consist of the following (in thousands):

Cash on hand (cafeteria change funds)	$ 26
Deposits with financial institutions and Los Angeles County Pool	11,664,061
Investments	13,735
Total cash and investments	$ 11,677,822

Deposits with financial institutions include: (1) cash in the Los Angeles County Pooled Surplus Investment Fund with fair market adjustment ($10,818.3 million); (2) cash held by fiscal agents or trustees ($800.9 million); (3) cash deposited with various other financial institutions for imprest funds of schools and offices ($11.4 million); and cash in the Student Activity Special Revenue Fund ($33.4 million).

School districts are required by Education Code Section 41001 to deposit their funds with the county treasury. Cash in county treasury refers to the fair value of the District's share of the Los Angeles County (County) Pooled Surplus Investment (PSI) Fund.

Except for investments by trustees of Certificates of Participation (COPs) proceeds, the authority to invest District funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from the website at https://ttc.lacounty.gov/.

(Continued)

The table below identifies some of the investment types permitted in the County's investment policy:

	Authorized Investment Type	Maximum Maturity	Maximum Total Par Value	Maximum Par Value per Issuer
A.	Obligations of the U.S. government, its agencies and instrumentalities	None	None	None
B.	Approved Municipal Obligations	5 to 30 years	10% of PSI portfolio	None
C.	Asset-Backed Securities with highest ratings	5 years	20% of PSI portfolio	with credit rating limits
D.	Bankers' Acceptances Domestic and Foreign	180 days	40% of PSI portfolio	with credit rating limits
E.	Negotiable Certificates of Deposits – Domestic	3 years	30% of PSI portfolio	with credit rating limits
	Negotiable Certificates of Deposits – Euro	1 year	10% of PSI portfolio	with credit rating limits
F.	Corporate and Depository Notes	3 years	30% of PSI portfolio	with credit rating limits
G.	Floating Rate Notes	7 years	10% of PSI portfolio	with credit rating limits
H.	Commercial Paper of "prime" quality of the highest ranking or of the highest letter or number ranking as provided for by a nationally recognized statistical-rating organization (NRSRO)	270 days	40% of PSI portfolio	Lesser of 10% of PSI portfolio or credit rating limits
I.	Shares of Beneficial Interest	None	Money Market Funds: 15% of PSI portfolio with no more than 10% in any one fund	None
J.	Repurchase Agreement	30 days	$1 billion	$500 million/ dealer
K.	Reverse Repurchase Agreement	1 year	$500 million	$250 million/ broker
L.	Forwards, Futures and Options	90 days	$100 million	$50 million/ counterparty
M.	Interest Rate Swaps in conjunction with approved bond sales with high credit ratings	None	None	None
N.	Securities Lending Agreement	180 days	20% of base portfolio value (combined total value of reverse repurchase agreements and securities lending)	None
O.	Supranationals in accordance with Gov. Code 53601(q)	5 years	30% of PSI portfolio	with credit rating limits

Interest rate risk is the risk involved with fluctuations of interest rates that may adversely affect the fair value of the investments. The County's investment guidelines target the weighted average maturity of its portfolio to a range between 1.0 and 4.0 years. As of June 30, 2024, 61.61% of district funds in the County PSI Fund does not exceed one year. The weighted Average Days to Maturity of its portfolio was 668 days.

Credit risk means the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment, as measured by assignment of a rating by a nationally recognized statistical rating organization. This County's investment guidelines establish minimum acceptable credit ratings issued by any three nationally recognized statistical rating organizations. The investment limit varies by credit rating, but the rating must be no less than A-1/A from Standard & Poor's (S&P), P-1/A from Moody's Investors Service (Moody's), or F-1/A from Fitch Ratings (Fitch). The County PSI Fund is not rated.

Concentration of credit risk means the risk of loss attributed to the magnitude of an investment in a single issuer. For District funds in the County pool, the County's investment policy has concentration limits that provide sufficient diversification. As of June 30, 2024, the County did not exceed these limitations.

Custodial credit risk for deposits is the risk that in the event of failure of a depository financial institution, the District will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party. Cash in the county treasury is not exposed to custodial credit risk since all county deposits are either covered by federal depository insurance or collateralized with securities held by the County. Deposits other than those with the County are also covered by federal depository insurance or collateralized at the rate of 110% of the deposits, although the collateral may not be held specifically in the District's name.

For COPs debt proceeds held by trustees, these may be placed in permitted investments outlined in the provisions of the trust agreements, as follows:

A. Direct obligations of the United States of America; bonds, debentures, notes, or other evidence of indebtedness issued or guaranteed by specified federal agencies and backed by full or non-full faith and credit of USA;
B. Money market mutual funds registered under Federal Investment Company Act of 1940 and Federal Securities Act of 1933 and subject to credit rating limits;
C. Certificates of deposit and other forms of deposit with collateralization, fully insured by FDIC and subject to issuers' credit rating limits;
D. Investment agreements and commercial papers subject to credit rating limits;
E. Bonds or notes issued by any state or municipality and pre-refunded municipal bonds, subject to credit rating limits;
F. Federal funds, bank deposits or bankers' acceptances with full FDIC insurance or subject to credit rating limits;
G. Repurchase agreements subject to specified criteria and credit rating limits; and
H. Los Angeles County Investment Pool.

(6) Accounts Receivable, net

Receivables by Fund at June 30, 2024, consist of the following (in thousands):

	General	Other Governmental	Internal Service Funds	Total
Accrued grants and entitlements	$ 812,949	$ 85,812	$ —	$ 898,761
Other	38,016	42,535	62,939	143,490
Total Accounts Receivable, Net	$ 850,965	$ 128,347	$ 62,939	$ 1,042,251

(7) Capital Assets

A summary of changes in capital asset activities as follows (in thousands):

	Balance, June 30, 2023	Increases	Decreases	Balance, June 30, 2024
Governmental activities:				
Capital assets, not being depreciated:				
Sites	$ 3,101,518	$ 16	$ (24)	$ 3,101,510
Construction in progress	2,777,727	1,156,244	(631,868)	3,302,103
Total capital assets, not being depreciated	5,879,245	1,156,260	(631,892)	6,403,613
Capital assets, being depreciated:				
Improvement of sites	896,849	41,156	(98)	937,907
Buildings and improvements	17,691,090	516,541	-	18,207,631
Equipment	2,636,623	110,445	(7,690)	2,739,378
Lease Assets	65,532	18	-	65,550
Subscription Assets*	55,256	42,249	(469)	97,036
Total capital assets, being depreciated	21,345,350	710,409	(8,257)	22,047,502
Less accumulated depreciation for:				
Improvement of sites	(573,687)	(30,977)	(18)	(604,682)
Buildings and improvements	(8,592,935)	(511,870)	20	(9,104,785)
Equipment	(2,269,562)	(93,595)	7,466	(2,355,691)
Lease Assets	(10,562)	(4,814)	-	(15,376)
Subscription Assets*	(19,897)	(25,573)	116	(45,354)
Total accumulated depreciation	(11,466,643)	(666,829)	7,584	(12,125,888)
Total capital assets, being depreciated, net	9,878,707	43,580	(674)	9,921,614
Governmental activities capital assets, net	$ 15,757,952	$ 1,199,839	$ (632,566)	$ 16,325,227

(Continued)

Depreciation expense was charged to the following functions (in thousands):

Governmental activities:	
Facilities Acquisition and construction	$ 592,809
Instruction	22,173
Data processing services	18,649
Operation and maintenance of plant services	10,845
Student transportation services	9,866
Support services - business	7,035
Operation of noninstructional services	1,050
Support services - instructional staff	2,893
Support services - school administration	915
Support services - students	566
Support services - general administration	28
Total depreciation expense – governmental activities	$ 666,829

(8) Deferred Outflows and Inflows of Resources

District's deferred outflows and inflows of resources as of June 30, 2024, are comprised of the following (in thousands):

	Deferred Outflows	Deferred Inflows
Debt refunding charges	$ 13,425	$ 103,344
Lease - GASB 87	-	13,935
Pension and OPEB contributions subsequent to measurement date	1,683,830	-
Difference in contribution	84,707	82,674
Unamortized differences between projected and actual earnings on plan investments	1,796,792	1,446,308
Unamortized differences between expected and actual experience	414,064	1,542,109
Unamortized differences arising from changes of assumptions	1,413,192	2,548,132
Unamortized differences arising from change in proportion of net pension liability	137,042	309,294
Unamortized differences arising from change in proportion of deferred outflow	162,408	7,660
Unamortized differences arising from change in proportion of deferred inflow	5,860	116,741
Total	$ 5,711,320	$ 6,170,197

(9) Retirement, Termination and Other Postemployment Benefit Plans

The District provides a number of benefits to its employees including retirement, termination, and postemployment health care benefits.

Retirement Plans

Qualified District employees are covered under either multiple-employer defined benefit retirement plans maintained by agencies of the State of California, or a multiple-employer defined contribution retirement plan administered under a Trust. The retirement plans maintained by the State are 1) the California Public Employees' Retirement System (CalPERS), 2) the California State Teachers' Retirement System (CalSTRS), and 3) the Public Agency Retirement Services (PARS) which is administered under a Trust. In general, certificated employees are members of CalSTRS and classified employees are members of CalPERS. Part-time, seasonal, temporary, and other employees who are not members of CalPERS or CalSTRS are members of PARS.

The District's total net pension liability at June 30, 2024, is summarized in the following table (in thousands):

CalPERS – Safety Plan	$	127,967
CalPERS – Miscellaneous Plan		2,804,142
CalSTRS		4,010,722
Total	$	6,942,831

(a) California Public Employees' Retirement System (CalPERS)

Safety Plan

Plan Description and Benefits Provided

The District contributes to an agent multiple-employer plan for the Public Employees' Retirement Fund (PERF) – Safety Plan, a defined benefit pension plan administered by CalPERS. The plan provides service retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of credited service, equal to one year of full-time employment. Benefit provisions are established by state statutes, as legislatively amended, within the California Public Employees' Retirement Law.

The Safety Plan's provisions and benefits in effect at June 30, 2024, are summarized as follows:

	Safety	
Hiring date	Prior to January 1, 2013	On or after January 1, 2013
Benefit formula	3% @ 50	2.7% @ 57
Benefit vesting schedule	5 years service	5 years service
Benefit payments	monthly for life	monthly for life
Retirement age: minimum	50	57
Monthly benefit, as a % of eligible compensation	3.0%	2.70%
Required employee contribution rates	9.00%	14.75%
Required employer contribution rates	53.680%	53.680%

Employees Covered

At June 30, 2024, the following employees were covered by the benefit terms for the Safety Plan:

	Safety
Inactive employees or beneficiaries currently receiving the benefits	424
Inactive employees entitled to, but not yet receiving benefits	266
Active employees	233
Total	923

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. The total plan contributions are determined through CalPERS' annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The employer is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. Employer contribution rates may change if plan contracts are amended.

For the year ended June 30, 2024, the contributions to the Safety Plan amounted to $14.2 million.

Net Pension Liability

The District's net pension liability for the Safety Plan of $128.0 million at June 30, 2024, is measured as the total pension liability, less the pension plan's fiduciary net position. The net pension liability of the Safety Plan is measured as of June 30, 2023, using an annual actuarial valuation as of June 30, 2022, rolled forward to June 30, 2023, using standard update procedures. A summary of principal assumptions and methods used to determine the net pension liability of the Safety Plan is shown on the next page.

Actuarial Methods and Assumptions

The total pension liability in the June 30, 2022, actuarial valuations were determined using the following actuarial assumptions:

	Safety
Valuation date	June 30, 2022
Measurement date	June 30, 2023
Actuarial cost method	Entry-Age Normal in accordance with the requirements of GASB 68
Actuarial assumptions	
Discount rate	6.90%
Inflation	2.30%
Salary increases	Varies by entry age and service
Investment rate of return	6.90%
Mortality rate table [(1)]	Derived using CalPERS' membership data for all funds
Post retirement benefit increase	The lesser of contract COLA or 2.30% until Purchasing Power Protection Allowance Floor on Purchasing Power applies, 2.30% thereafter

[(1)] The mortality table used was developed based on CalPERS-specific data. The probabilities of mortality are based on the 2021 CalPERS Experience Study and Review of Actuarial Assumptions. Mortality rates incorporate full generational mortality improvement using 80% of Scale MP-2020 published by the Society of Actuaries. For more details on this table, please refer to the CalPERS Experience Study and Review of Actuarial Assumptions report from November 2021 that can be found on the CalPERS website.

Change of Assumptions

There were no assumption changes in 2023. Effective with the June 30, 2021, valuation date (2022 measurement date), the accounting discount rate was reduced from 7.15% to 6.90%. In determining the long-term expected rate of return, CalPERS took into account long-term market return expectations as well as the expected pension fund cash flows. In addition, demographic assumptions and the price inflation rate assumption were changed in accordance with the 2021 CalPERS Experience Study and Review of Actuarial Assumptions. The accounting discount rate was 7.15% for measurement dates June 30, 2017, through June 30, 2021, 7.65% for measurement dates June 30, 2015, through June 30, 2016, and 7.50% for measurement date June 30, 2014.

Change in Benefit Terms

The figures include any liability impact that may have resulted from voluntary benefit changes that occurred on or before the Measurement Date. However, offers of Two Years Additional Service Credit (a.k.a. Golden Handshakes) that occurred after the Valuation date are not included in the figures above, unless the liability impact is deemed to be material by the plan actuary. In 2022, SB 1168 increased the standard retiree lump sum death benefit from $500 to $2,000 for any death occurring on or after July 1, 2023. The impact, if any, is included in the changes of benefit terms.

Discount Rate

The discount rate used to measure the total pension liability of the Safety Plan was 6.90%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current member contribution rates and that contributions from employers will be made at statutorily required rates, actuarially determined. Based on those assumptions, the Plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations. Using historical returns of all of the funds' asset classes, expected compound (geometric) returns were calculated over the next 20 years using a building-block approach. The expected rate of return was then adjusted to account for assumed administrative expenses of 10 Basis points.

The expected real rates of return by asset class are as follows:

	Safety	
Asset Class	Assumed Asset Allocation	Real Return [a,b]
Global equity - cap-weighted	30.00%	4.54%
Global equity - non-cap-weighted	12.00	3.84
Private equity	13.00	7.28
Treasury	5.00	0.27
Mortgage-backed securities	5.00	0.50
Investment grade corporates	10.00	1.56
High yield	5.00	2.27
Emerging market debt	5.00	2.48
Private debt	5.00	3.57
Real assets	15.00	3.21
Leverage	(5.00)	(0.59)
Total	100.00%	

(a) An expected inflation of 2.30% used for this period.
(b) Figures are based on the 2021 Asset Liability Management study.

(Continued)

Changes in the Net Pension Liability

The changes in the net pension liability for the Safety Plan are as follows (in thousands):

	Safety		
	Increase (Decrease)		
	Total Pension Liability	Plan Fiduciary Net Position	Net Pension Liability/ (Asset)
Balance at June 30, 2023	$ 495,342	$ 377,105	$ 118,237
Changes recognized for the measurement period:			
Service cost	8,345	–	8,345
Interest on the total pension liability	34,206	–	34,206
Differences between expected and actual experience	7,911	–	7,911
Changes of assumptions	–	–	–
Contributions from the employer	–	15,153	(15,153)
Contributions from employees	–	2,517	(2,517)
Net investment income	–	23,339	(23,339)
Benefit payments, including refunds of employee contributions	(23,385)	(23,385)	–
Administrative expense	–	(277)	277
Net changes	27,077	17,347	9,730
Balance at June 30, 2024	$ 522,419	$ 394,452	$ 127,967

Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period. Differences between expected and actual experience and changes in assumptions are amortized, but the amortization period varies from year to year.

Sensitivity of the District's Net Pension Liability to Changes in the Discount Rate

The following presents the District's net pension liability for the Safety plan as of the measurement date, calculated using the discount rate of 6.90%, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (5.90%) or 1-percentage-point higher (7.90%) than the current rate (in thousands):

	Safety		
	1.00% Decrease 5.90%	Current Discount Rate (6.90%)	1.00% Increase (7.90%)
District's net pension liability	$ 202,609	$ 127,967	$ 67,279

(Continued)

Pension Plan Fiduciary Net Position

Detailed information about each pension plan's fiduciary net position is available in the separately issued CalPERS financial reports. Copies of the CalPERS annual financial report may be obtained from CalPERS Fiscal Services Division, P.O. Box 942703, Sacramento, CA 94229-2703, or by calling (888) CalPERS (225-7377).

Pension Expense, Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

For the year ended June 30, 2024, the District recognized pension expense $17.5 million for the Safety Plan. As of June 30, 2024, the District reported deferred outflows and deferred inflows of resources related to pensions (Safety Plan) as follows (in thousands):

	Safety	
	Deferred Outflows of Resources	Deferred Inflows of Resources
Change of assumptions	$ 2,944	$ —
Differences between expected and actual experience	4,485	3,883
Net difference between projected and actual earnings on pension plan investments	17,864	—
District contributions subsequent to the measurement date	14,210	—
Total	$ 39,503	$ 3,883

The amounts above are net of outflows and inflows recognized in 2023-24 measurement period expense.

The $14.2 million reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2025. Other amounts reported as deferred outflows and inflows of resources related to pensions will be recognized in future pension expense as follows (in thousands):

	Safety
Year ended June 30	Deferred Outflows of Resources
2025	$ 5,672
2026	2,839
2027	12,411
2028	488

Payable to the Pension Plan

The District's contribution for all members to the Safety Plan for the fiscal year ended June 30, 2024, was in accordance with the required contribution rate calculated by the CalPERS actuary. Hence, no payable to the pension plan is recognized for the fiscal year ended June 30, 2024.

Miscellaneous Plan

Plan Description and Benefits Provided

The District contributes to a cost-sharing multiple-employer plan, the Public Employees' Retirement Fund (PERF) Miscellaneous Plan, a defined benefit pension plan administered by CalPERS. The plan provides service retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of credited service, equal to one year of full time employment. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law.

The Miscellaneous Plan's provisions and benefits in effect at June 30, 2024, are summarized as follows:

	Miscellaneous	
Hiring date	Prior to January 1, 2013	On or after January 1, 2013
Benefit formula	2.0% @ 55	2.0% @ 62
Benefit vesting schedule	5 years service	5 years service
Benefit payments	monthly for life	monthly for life
Retirement age: Minimum	50	52
Monthly benefit, as a % of eligible compensation	1.10%	1.00%
Required employee contribution rates	7.00%	8.00%
Required employer contribution rates	26.680%	26.680%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. The total plan contributions are determined through CalPERS' annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The employer is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. Employer contribution rates may change if plan contracts are amended.

For the year ended June 30, 2024, the contributions to the Miscellaneous Plan amounted to $438.8 million.

Pension Liabilities, Pension Expense, Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2024, the District reported a net pension liability of $2.8 billion for its proportionate share of the net pension liability of the Miscellaneous Plan. The net pension liability of the Miscellaneous Plan was measured as of June 30, 2023, and the total pension liability for the Miscellaneous Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2022, rolled forward to June 30, 2023, using standard update procedures. The District's proportion of the net pension liability was based on the 2022-23 fiscal year employer contributions calculated by CalPERS. At June 30, 2023, the District's proportion rate was 7.746488%.

For the year ended June 30, 2024, the District recognized pension expense of $418.3 million for the Miscellaneous Plan. At June 30, 2024, the District reported deferred outflows of resources and deferred inflows of resources related to pensions (Miscellaneous Plan) from the following sources (in thousands):

	Miscellaneous	
	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	$ 102,347	$ 43,473
Difference between projected and actual earnings on pension plan investments	641,545	340,882
Change of assumption	130,385	—
Change in NPL proportion	—	22,419
Change in proportion of deferred outflow	—	7,660
Change in proportion of deferred inflow	5,860	—
Difference in contribution	16,026	—
District contributions subsequent to the measurement date	438,819	—
Total	$ 1,334,982	$ 414,434

The $438.8 million reported as deferred outflows of resources related to District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2025. Other amounts reported as deferred outflows and inflows of resources related to pensions will be recognized in future pension expense as follows (in thousands):

	Miscellaneous
Year ended June 30	Deferred Outflows/ (Inflows) of Resources
2025	$ 134,377
2026	107,548
2027	230,483
2028	9,321

(Continued)

Actuarial Methods and Assumptions

The total pension liability in the June 30, 2022, actuarial valuation was determined using the following actuarial assumptions:

	Miscellaneous
Valuation date	June 30, 2022
Measurement date	June 30, 2023
Actuarial cost method	Entry-Age Actuarial Cost Method
Actuarial assumptions	
Discount rate	6.90%
Inflation	2.30%
Salary increases	Varies by entry age and service
Investment rate of return	6.90%
Mortality rate table [(1)]	Derived using CalPERS' membership data for all funds
Post retirement benefit increase	2.0% until Purchasing Power Protection Allowance Floor on Purchasing Power applies, 2.30% thereafter

[(1)] The mortality table used was developed based on CalPERS-specific data. The rates incorporate Generational Mortality to capture ongoing mortality improvement using 80% of Scale MP-2020 published by the Society of Actuaries. For more details, please refer to the 2021 experience study report that can be found on the CalPERS website.

Change of Assumptions

Effective with the June 30, 2021, valuation date (2022 measurement date), the accounting discount rate was reduced from 7.15% to 6.90%. In determining the long-term expected rate of return, CalPERS took into account long-term market return expectations as well as the expected pension fund cash flows. Projected returns for all asset classes are estimated, combined with risk estimates, and are used to project compound (geometric) returns over the long term. The discount rate used to discount liabilities was informed by the long-term projected portfolio return. In addition, demographic assumptions and the inflation rate assumption were changed in accordance with the 2021 CalPERS Experience Study and Review of Actuarial Assumptions. The accounting discount rate was 7.15% for measurement dates 2017 through 2021, 7.65% for measurement dates 2015 through 2016, and 7.50% for measurement date 2014.

Discount Rate

The discount rate used to measure the total pension liability of the Miscellaneous Plan was 6.90%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current member contribution rates and that contributions from employers will be made at statutorily required rates, actuarially determined. Based on those assumptions, the Plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations. Using historical returns of all of the funds' asset classes, expected compound (geometric) returns were calculated over the next 20 years using a building-block approach. The expected rate of return was then adjusted to account for assumed administrative expenses of 10 Basis points.

The Expected real rates of return by asset class are as follows:

	Miscellaneous	
Asset Class	Assumed Target Allocation	Real Return Years 1-10 [a],[b]
Global quity - cap-weighted	30.00%	4.54%
Global equity - non-cap-weighted	12.00	3.84
Private equity	13.00	7.28
Treasury	5.00	0.27
Mortgage-backed securities	5.00	0.50
Investment grade corporates	10.00	1.56
High yield	5.00	2.27
Emerging market debt	5.00	2.48
Private debt	5.00	3.57
Real assets	15.00	3.21
Leverage	(5.00)	(0.59)
Total	100.00%	

[a] An expected inflation of 2.30% used for this period.

[b] Figures are based on the 2021-22 Asset Liability Management study

Differences between expected and actual experience and changes in assumptions are amortized over a closed period equal to the average remaining service life of plan members, which is seven years as of June 30, 2023. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net pension liability for the Miscellaneous plan as of the measurement date, calculated using the discount rate of 6.90%, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (5.90%) or 1-percentage-point higher (7.90%) than the current rate (in thousands):

	Miscellaneous		
	Decrease (5.90%)	Current Discount Rate (6.90%)	Increase (7.90%)
District's proportionate share of the net pension liability	$ 4,054,065	$ 2,804,142	$ 1,771,110

Pension Plan Fiduciary Net Position

Detailed information about each pension plan's fiduciary net position is available in the separately issued CalPERS financial reports. Copies of the CalPERS annual financial report may be obtained from CalPERS Fiscal Services Division, P.O. Box 942703, Sacramento, CA 94229-2703, or by calling (888) CalPERS (225-7377).

Payable to the Pension Plan

The District's contribution for all members to the Miscellaneous Plan for the fiscal year ended June 30, 2024, was in accordance with the required contribution rate calculated by the CalPERS actuary. Hence, no payable to the pension plan is recognized for the fiscal year ended June 30, 2024.

(b) California State Teachers' Retirement System (CalSTRS)

Plan Description and Benefits Provided

The District contributes to the CalSTRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan and a tax-deferred supplemental program established and administered by the State Teachers' Retirement Law (Section 22000 et seq.) of the California Education Code. The Teachers' Retirement Fund (TRF) is a defined benefit pension plan under the CalSTRS. The State of California is a non-employer contributor to the TRF.

The Plan provides defined retirement benefits based on members' final compensation, age, and years of credited service. In addition, the retirement program provides benefits to members upon disability and to survivors upon the death of eligible members. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law.

The Plan's provisions and benefits in effect at June 30, 2024, are summarized as follows:

	CalSTRS	
Hiring date	On or before December 31, 2012	On or after January 1, 2013
Benefit formula	2.0% @ 60	2.0% @ 62
Benefit vesting schedule	5 years service	5 years service
Benefit payments	monthly for life	monthly for life
Retirement age: Minimum	50 (30 years of service credit) or 55 (5 years of service credit)	55 (5 years of service credit)
Monthly benefit, as a % of eligible compensation	1.1% - 2.4%	1.16% - 2.4%
Required employee contribution rates	10.25%	10.205%
Required employer contribution rates	19.10%	19.10%

Contributions

The District is required to contribute based on an actuarially determined rate using the entry age normal actuarial cost method. The actuarial methods and assumptions used for determining the rate are those adopted by the CalSTRS Teachers' Retirement Board (Board). Required member, employer and state contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. Both the member and employer contributions are set as a percentage of employees' earnings.

CALSTRS Funding Plan enacted by Chapter 47, Statutes of 2014 (Assembly Bill 1469 - Bonta) is projected to fully fund the CalSTRS Defined Benefit (DB) Program in 22 years through incremental shared contribution among CalSTRS members, employers, and the State of California. Contribution increases will be phased in over several years with the first increases taking effect on July 1, 2014. Effective July 1, 2020, the Board cannot adjust the employer rate by more than 1% in a fiscal year, and the increase to the contribution rate above the 8.25% base contribution rate cannot exceed 12% for a maximum of 20.25%. The Board has limited authority to adjust state contribution rates annually through June 2046 in order to eliminate the remaining unfunded actuarial obligation associated with the 1990 benefit structure.

In May 2023, the Board voted to keep the employer supplemental contribution rate at 10.85% for fiscal year 2023-24 for a total employer contribution rate of 19.10%.

For the year ended June 30, 2024, the contributions to the CalSTRS' TRF amounted to $740.7 million.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2024, the District reported a net pension liability of $4.0 billion for its proportionate share of the CalSTRS net pension liability. The net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The District's proportion of the net pension liability was based on the 2022-23 fiscal year employer contributions calculated by CalSTRS with consideration given to separately financed and irregular employer contributions relative to the projected contributions of all participating employer and non-employer contributing entities. At June 30, 2023, the District's proportion rate was 5.133%.

For the year ended June 30, 2024, the District recognized pension expense of $145.4 million. At June 30, 2024, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources (in thousands):

	CalSTRS	
	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	$ 307,232	$ 224,278
Difference between projected and actual earnings	1,103,308	1,105,426
Change of assumption	23,827	—
Change in NPL proportion	137,042	286,875
Change in proportion of deferred outflow	162,408	—
Change in proportion of deferred inflow	—	116,741
Difference in contribution	68,680	82,674
District contributions subsequent to the measurement date	740,659	—
Total	$ 2,543,156	$ 1,815,994

The $740.7 million reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2025. Other amounts reported as deferred outflows and inflows of resources related to pensions will be recognized in future pension expense as follows:

	CalSTRS
Year ended June 30	Deferred Outflows/ (Inflows) of Resources
2025	$ (155,512)
2026	(213,584)
2027	325,590
2028	2,785
2029	1,522
Thereafter	25,702

Actuarial Methods and Assumptions

The total pension liability for the CalSTRS' TRF was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2022, and rolling forward the total pension liability to June 30, 2023. In determining the total pension liability, the financial reporting actuarial valuation used the following actuarial methods and assumptions:

Valuation date	June 30, 2022
Experience study	July 1, 2015, through June 30, 2018
Actuarial cost method	Entry age normal
Investment rate of return*	7.10%
Consumer price inflation	2.75%
Wage growth	3.50%
Post-retirement benefit increases	2.00% simple for defined benefit (annually) maintain 85% purchasing power level for defined benefit, not applicable for defined benefit supplement/ cash balance benefit programs

*Net of investment expenses, but gross of administrative expenses.

Discount Rate

The discount rate used to measure the total pension liability of the CalSTRS' TRF was 7.10%, which was unchanged from prior fiscal year. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10%) and assuming that contributions and benefit payments and administrative expenses occur mid-year. Based on those assumptions, the CalSTRS' TRF fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best estimate ranges were developed using capital market assumptions from CalSTRS' general investment consultants as inputs to the process. The actuarial investment rate of return assumption was adopted by the Board in January 2020 in conjunction with the most recent experience study. For each current and future valuation, CalSTRS' independent consulting actuary (Milliman) reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of 20-year geometrically linked real rates of return and the assumed asset allocation for each major asset class as of June 30, 2023, are summarized in the following table:

	CalSTRS	
Asset Class	Assumed Asset Allocation	Long-Term* Expected Real Rate of Return
Public equity	38.00 %	5.25 %
Real estate	15.00	4.05
Private equity	14.00	6.75
Fixed income	14.00	2.45
Risk mitigating strategies	10.00	2.25
Inflation sensitive	7.00	3.65
Cash/liquidity	2.00	0.05
	100.00 %	

* 20-year average. Real rates of return are net of assumed 2.75% inflation.

Differences between expected and actual experience and changes in assumptions are amortized over a closed period equal to the average remaining service life of plan members, which is seven years as of June 30, 2023. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.10%, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.10%) or 1-percentage-point higher (8.10%) than the current rate (in thousands):

	CalSTRS		
	Decrease (6.10%)	Current Discount Rate (7.10%)	Increase (8.10%)
District's proportionate share of the net pension liability	$ 6,557,613	$ 4,010,722	$ 1,709,648

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report. Copies of the CalSTRS annual financial report may be obtained from California State Teachers' Retirement System, P.O. Box 15275, Sacramento, CA 95851-0275.

Payable to the Pension Plan

The District's contribution for all members to the CalSTRS' TRF for the fiscal year ended June 30, 2024, was in accordance with the required contribution rate calculated by the CalSTRS actuary. Hence, no payable to the pension plan is recognized for the fiscal year ended June 30, 2024.

(c) Public Agency Retirement System (PARS)

Plan Description

The Omnibus Budget Reconciliation Act of 1990 requires state and local public agencies to provide a retirement plan for all employees not covered under existing employer pension plans and/or Social Security. These employees are primarily part-time, seasonal, and temporary employees (PSTs). This Act also requires that contributions for PSTs be vested immediately and permits any split of the minimum contributions between employee and employer.

On July 1, 1992, the District joined the PARS, a multiple employer retirement trust established by a coalition of public employers. The plan covers the District's part-time, seasonal, temporary, and other employees not covered under CalPERS or CalSTRS, but whose salaries would otherwise be subject to Social Security tax. As of June 30, 2024, there are 58,422 District employees covered under PARS.

Benefit terms and other requirements are established by District management based on agreements with various bargaining units. PARS is a defined contribution qualified retirement plan under Section 401 (a) of the Internal Revenue Code.

The minimum total contribution is 7.50% of employees' salaries, of which the District and the employees contribute 3.75% each. For the year ended June 30, 2024, the District recognized pension expense of $7.4 million. The District does not have any forfeited amounts.

The District's contributions for all members for the fiscal years ended June 30, 2024, 2023, and 2022 were in accordance with the required contributions.

Employees are vested 100% in both employer and employee contributions from the date of membership. When separated from employment, all employees can choose to receive their funds in lump sum or leave it on deposit until the mandatory age of 73 when they must get a distribution.

Postemployment Benefits – Health and Welfare for Retirees

Plan Description

The District contributes to an agent multiple-employer plan. The plan provides other postemployment health care benefits in accordance with collective bargaining unit agreements and Board rules. Certificated and classified employees who retire from the District receiving a CalSTRS/CalPERS retirement allowance (for either age or disability) may be eligible to continue coverage under the District sponsored hospital/medical, dental, and vision plans which cover both active and retired members and their eligible dependents. The following are the eligibility requirements:

a. Those hired prior to March 11, 1984, must have served a minimum of five consecutive qualifying years immediately prior to retirement.

b. Those hired from March 11, 1984, through June 30, 1987, must have served a minimum of 10 consecutive qualifying years immediately prior to retirement.

c. Those hired from July 1, 1987, through May 31, 1992, must have served a minimum of 15 consecutive qualifying years immediately prior to retirement, or served 10 consecutive qualifying years immediately prior to retirement plus an additional previous 10 years which are not consecutive.

d. Those hired from June 1, 1992, through February 28, 2007, must have at least 80 years combined total of qualifying service and age. For those employees that have a break in service, this must include 10 consecutive years immediately prior to retirement.

e. Those hired from March 1, 2007, through March 31, 2009, must have at least 80 years combined total of qualifying service and age. In addition, the employee must have 15 consecutive years of qualifying service immediately prior to retirement.

f. Those hired on or after April 1, 2009, except School Police, must have at least 85 years combined total of qualifying service and age. In addition, the employee must have a minimum of 25 consecutive years of qualifying service immediately prior to retirement.

g. School Police (sworn personnel) hired on or after April 1, 2009, must have at least 80 years combined total of qualifying service and age. In addition, the employee must have a minimum of 20 consecutive years of qualifying service immediately prior to retirement.

h. Associated Administrators of Los Angeles (AALA), Service Employees International Union (SEIU) excluding Unit F/G employees hired on or after July 1, 2018, and California School Employees Association (CSEA) members hired on or after September 1, 2018, must have at least 87 years combined total of qualifying service and age. In addition, the employee must have a minimum of 30 consecutive years of qualifying service immediately prior to retirement.

Qualifying years of service consist of school years in which an employee was in "paid status" for at least 100 full-time days and eligible for District-sponsored health care benefits.

To receive retiree health care benefits, an individual must meet the eligibility requirements in accordance with the collective bargaining agreements and:

a. Be eligible for active health care benefits at the date of retirement.
b. Retire in accordance with the eligibility rules of the applicable retirement system (CalSTRS or CalPERS).
c. Receive a monthly pension payment from the state retirement system (CalSTRS or CalPERS).
d. Comply with the Medicare requirements of the District plans. Lack of Medicare does not impact dental or vision coverage.

Eligible dependents are also covered for the life of the retiree. Upon the retiree's death, eligible dependents may continue coverage under the plan but will generally have to pay 100% of premium and plan costs.

Employees Covered

As of June 30, 2024, the following current and former employees were covered by the benefit terms under the District's OPEB Plan:

Active employees	61,692
Inactive employees or beneficiaries currently receiving benefits	39,777
Inactive employees entitled to, but not yet receiving benefits	183
Total	101,652

Contributions

The District's contribution obligation for the fiscal year for the health and welfare benefits of District personnel, including the cost of term life insurance coverage and employee assistance for active employees and coverage under health plans for dependents and retirees, generally is subject to an aggregate contribution limit. Determination of this fiscal year contribution obligation limit occurs through discussions with the relevant collective bargaining units and recommendation by the Districtwide Health and Welfare Committee and is subject to approval by the Board of Education.

Moreover, the District established in fiscal year 2013-14 an irrevocable other postemployment benefits (OPEB) trust with CalPERS – California Employers' Retiree Benefit Trust (CERBT) to address its fiscal obligation in relation to its OPEB liability. Contributions to the OPEB trust will be calculated annually and are governed by the District's Budget and Finance Policy wherein such contributions will be subject to maintaining an Unrestricted General Fund balance of 5.00% of the unrestricted revenue.

Detailed information about the CERBT is available in the separately issued CalPERS financial reports. Copies of the CalPERS annual financial report may be obtained from CalPERS Fiscal Services Division, P.O. Box 942703, Sacramento, CA 94229-2703, or by calling (888) CalPERS (225-7377).

For fiscal year 2023-24, the District contributed a total of $490.1 million to the OPEB Plan.

Net OPEB Liability

The District's net OPEB liability of $9.0 billion at June 30, 2024, is measured as the total OPEB liability, less the OPEB plan's fiduciary net position. All information provided is based on the census data, actuarial assumptions, and plan provisions used in the June 30, 2023, actuarial valuation report (dated April 2024). The total OPEB liability in the June 30, 2023, actuarial valuation was determined using the following actuarial assumptions:

Valuation date	July 1, 2023
Measurement date	June 30, 2023
Actuarial cost method	Entry Age Normal Cost
Discount rate	3.80%
Payroll growth	2.80% per annum
Salary increases	2000-2019 CalPERS Experience Study
Investment rate of return	6.20%
Mortality rate	Based on the Pub-2010 headcount-weighted tables for general employees, teachers and safety employees, with generational future improvement scale MP-2021
Pre-retirement turnover[1]	Turnover rates used in the most recent CalSTRS valuation and developed in the 2000-2019 CalPERS Experience Study, as applicable.
Healthcare trend rate	Non-Medicare Advantage Plans Pre-65 [7.39% - 4.50%]; Post 65 [8.03% - 4.50%] Medicare Advantage Plans Post 65 Kaiser [8.60% - 4.50%]; Anthem PPO [7.57% - 4.50%]; Health Net/Anthem EPO [8.60% - 4.50%] Dental & Vision - 5.00%

[(1)]The Experience Study reports may be accessed on the CalPERS website www.calpers.ca.gov under Forms and Publications.

Changes of Assumptions

During the measurement period ended June 30, 2023, the following assumptions were changed from the prior valuation:

1. Assets - $499,889,641 as of June 30, 2023, measurement date.

2. Municipal Bond Rate - 3.65% as of June 30, 2023 (3.54% as of June 30, 2022), based on the Bond Buyer General Obligation 20-Bond Municipal Bond Index.
3. Contributions - Ad hoc additional pre-funding contribution schedules currently include $33.3 million for fiscal year ended June 30, 2023, to be made in fiscal year ended June 30, 2024, $211 million for fiscal year ended June 30, 2024, and $40 million for all future fiscal years.
4. Expected Return on Assets - 6.20% as of June 30, 2023 (6.10% as of June 30, 2022), per District's revised expectation for CalPERS' CERBT Strategy 1 asset allocation.
5. Discount Rate - 3.80% as of June 30, 2023 (3.70% as of July 1, 2022), after reassessment based on updated assets and municipal bond rate as of June 30, 2023.
6. Participation - assumption was updated from 95% to 90% to better reflect anticipated experience.

Discount Rate

The discount rate is based on a single equivalent rate that reflects a blend of expected return on assets during the period such that assets are projected to be sufficient to pay benefits of current participants; and 20-year municipal bond yields/index for periods beyond the depletion of the assets.

Based on the District's current funding policy, projected cash flows, and the assumed asset return, the plan assets are projected to be depleted in fiscal year ending June 30, 2036. This results in a single equivalent rate of 3.80% (rounded down to 10 basis points) as of July 1, 2023, which reflects the assumed asset return until asset depletion and municipal bond rates thereafter. The municipal bond rate is based on the Bond Buyer General Obligation 20-Bond Municipal Bond Index and the rate was 3.65% as of July 1, 2023.

The long-term expected rate of return on OPEB plan investments was based on CalPERS' expected return for California Employers' Retirement Benefit Trust Strategy 1.

The table below reflects long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate.

Asset Classification	Assumed asset allocation
Global equity	49.00%
Fixed income	23.00
REITs	20.00
TIPS	5.00
Commodities	3.00
Total	100.00%
1-5 Year Projected Compound Return[1]	6.10%
6-20 Year Projected Compound Return[2]	6.60%
1-20 Year Projected Compound Return[1]	6.40%
Expected Volatility (Standard Deviation)	11.50%

[1] Adopted by the CalPERS Board of Administration in November 2021.

[2] Implied Returns and Inflation for Years 6-20 are calculated from the Board Approved Values for Years 1-5 and Years 1-20.

Changes in the OPEB Liability

The changes in the net OPEB liability for the plan are as follows (in thousands):

	Total OPEB Liability (a)	Plan Fiduciary Net Position (b)	Net OPEB Liability (a-b)
Beginning Balance, June 30, 2023 (Based on 06/30/2022 Measurement Date)	$ 8,952,211	$ 469,940	$ 8,482,271
Changes recognized for the measurement period:			
Service cost	294,791	—	294,791
Interest on the total OPEB liability	337,814	—	337,814
Changes of benefit terms	—	—	—
Changes of assumptions	377,218	—	377,218
Differences between expected and actual experience	(234,984)	—	(234,984)
Benefit payments	(235,929)	(235,929)	—
Contributions – employer	—	235,929	(235,929)
Net investment income	—	30,185	(30,185)
Other expenses – administrative expense	—	(235)	235
Net changes	538,910	29,950	508,960
Ending Balance, June 30, 2024 (Based on 06/30/2023 Measurement Date)	$ 9,491,121	$ 499,890	$ 8,991,231

(Continued)

Sensitivity of the Net OPEB Liability to Changes in the Discount Rate

The following table illustrates the impact of interest rate sensitivity on the Net OPEB Liability of the District if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate for fiscal year ended June 30, 2024 (in thousands):

	Decrease (2.80%)	Current Discount Rate (3.80%)	Increase (4.80%)
Net OPEB liability	$ 10,479,378	$ 8,991,231	$ 7,775,877

Sensitivity of the Net OPEB Liability to Changes in the Health Care Cost Trend Rates

The following presents the net OPEB liability of the District if it were calculated using health care cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current rate, for measurement period ended June 30, 2024 (in thousands):

	1.00% Decrease	Trend Rate	1.00% Increase
Net OPEB liability	$ 7,559,866	$ 8,991,231	$ 10,829,341

OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the fiscal year ended June 30, 2024, the District recognized a decrease in OPEB expense of $812.4 million. At June 30, 2024, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources (in thousands):

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual earnings on OPEB plan investments	$ 34,075	$ —
Changes of assumptions	1,256,036	2,548,132
Difference between expected and actual experience	—	1,270,475
District contributions subsequent to the measurement date	490,142	—
Total	$ 1,780,253	$ 3,818,607

(Continued)

The table below lists the amortization bases included in the deferred outflows/inflows as of June 30, 2024 (in thousands):

Date Established	Type of Base	Period		Balance		Annual Amortization
		Original	Remaining	Original	Remaining	
6/30/2023	Liability (gain)/loss	7.95	6.95	$ (234,984)	$ (205,426)	$ (29,558)
6/30/2023	Asset (gain)/loss	5.00	4.00	(1,526)	(1,220)	(305)
6/30/2023	Assumptions	7.95	6.95	377,218	329,769	47,449
6/30/2022	Asset (gain)/loss	5.00	3.00	110,605	66,363	22,121
6/30/2022	Assumptions	7.44	5.44	(2,240,059)	(1,637,893)	(301,083)
6/30/2021	Liability (gain)/loss	7.78	4.78	1,143,508	(702,567)	(146,981)
6/30/2021	Asset (gain)/loss	5.00	2.00	(86,000)	(34,400)	(17,200)
6/30/2021	Assumptions	7.78	4.78	(93,876)	(57,677)	(12,066)
6/30/2020	Asset (gain)/loss	5.00	1.00	16,664	3,333	3,333
6/30/2020	Assumptions	7.16	3.16	2,098,757	926,267	293,122
6/30/2019	Liability (gain)/loss	7.25	2.25	(1,167,998)	(362,482)	(161,103)
6/30/2019	Asset (gain)/loss	5.00	0.00	4,258	-	852
6/30/2019	Assumptions	7.25	2.25	(1,965,158)	(609,877)	(271,056)
6/30/2018	Assumptions	7.33	1.33	(580,167)	(105,269)	(79,150)
6/30/2017	Assumptions	7.50	0.50	(2,061,247)	(137,417)	(274,833)
	Total charges				$ (2,528,496)	$ (926,458)

The $490.1 million reported as deferred outflows of resources related to OPEB resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ending June 30, 2025.

Amounts recognized in the deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in the OPEB expense as follows (in thousands):

Year ended June 30	Deferred Outflows (Inflows) of Resources
2025	$ (789,893)
2026	(602,779)
2027	(235,340)
2028	(395,644)
2029	(407,249)
Thereafter	(97,591)

(Continued)

(10) Risk Management

The District is exposed to various risks of loss related to torts; theft of, damage to, or destruction of assets; errors or omissions; job-related illness or injury to employees; and natural disasters. The District has established the following self-insured programs (Internal Service Funds): Workers' Compensation, Liability, and Health and Welfare Benefits. These funds account for the uninsured risk of loss and pay for insurance premiums, management fees, and related expenses. Further, premium payments to Health Maintenance Organizations for medical benefits and to outside carriers for vision services, dental services, and optional life insurance are paid from the Health and Welfare Benefits Fund.

Excess Insurance. Excess insurance has been purchased for physical property loss damages, which provides $500 million limit above a $2.5 million self-insured retention. Excess insurance has been purchased for general liability, which currently provides $30 million limit above a $5 million self-insurance retention (SIR).

Owner Controlled Insurance Program (OCIP). The District implemented an Owner Controlled Insurance Program (OCIP) covering new construction. Under an OCIP, the District provides general liability, workers' compensation, and excess liability. The General liability has a SIR of $0.5 million and limits of $2 million and Workers' Compensation has an SIR of $0.5 million and limit of $1 million. The Excess Liability program is underwritten by eight major carriers offering up to $75 million. Additionally, five different carriers provide coverage for special bonded projects with limits based on the value of the project. These policies have a $25,000 SIR.

Pollution. Pollution liability insurance coverage has been procured for the construction program. The policy protects contractors and the District from losses resulting from pollution liability-related incidents occurring during construction. The policy provides optional coverage to ensure that site cleanup cost overruns are not borne by the District. The limits of coverage on the cleanup cost-cap policy are variable by specific project.

Liability. Liabilities for loss and loss adjustment expenses under school operations workers' compensation and general liability are based on the estimated present value of the ultimate cost of settling the claims including the accumulation of estimates for losses reported prior to the balance sheet date, estimates of losses incurred but not reported, and estimates of expenses for investigating and adjusting reported and unreported losses. Such liabilities are estimates of the future expected settlements and are based upon analysis of historical patterns of the number of incurred claims and their values. Individual reserves are continuously monitored and reviewed and as settlements are made, or reserves adjusted, differences are reflected in current operations. The amount of the total claims liabilities recorded for health and welfare, workers' compensation, and liability self-insurance was $1,113.2 million.

The District's Internal Service Funds reported a decrease in net position of $417.1 million for the fiscal year ended June 30, 2024, reflecting a decrease from a positive net position of $366.6 million to a negative net position of $50.5 million. The decrease is primarily due to a significant increase in claims reported in the Liability Self-Insurance Fund. Most of these claims will be funded through the issuance of Judgement Obligation Bonds.

The amount of the total claims liabilities recorded for health and welfare, workers' compensation, and liability self-insurance was $1,113.2 million. Changes in the reported liabilities since July 1, 2022, are summarized as follows (in thousands):

	Beginning of Fiscal Year Liability	Current Year Claims and Changes in Estimates	Claim Payments	End of Fiscal Year Liability
2023-2024				
Health and welfare benefits	$ 21,743	$ 311,592	$ (302,641)	$ 30,694
Workers' compensation self-insurance	359,148	86,039	(88,128)	357,059
Liability self-insurance	275,712	577,036	(127,349)	725,399
Total	$ 656,603	$ 974,667	$ (518,118)	$ 1,113,152
2022-2023				
Health and welfare benefits	$ 23,307	$ 284,375	$ (285,939)	$ 21,743
Workers' compensation self-insurance	383,450	56,614	(80,916)	359,148
Liability self-insurance	318,330	97,454	(140,072)	275,712
Total	$ 725,087	$ 438,443	$ (506,927)	$ 656,603

(11) Certificates of Participation

The District has entered into Certificates of Participation (COPs) for the acquisition of the new administration building, warehouse, school sites, relocatable classroom buildings, furniture and equipment; modernization, rehabilitation and repair of certain facilities; replacement of the legacy financial and procurement systems; automation of certain business processes; cybersecurity improvements, upgrades of the campus security and student information systems, and modernization of enrollment and student support applications. The COPs outstanding as of June 30, 2024, are as follows (in thousands):

		Original Principal	Outstanding	Interest Rates to Maturity		Final
COP Issue	Sale Date	Amount	June 30, 2024	Min	Max	Maturity
2020A Refunding	10/27/2020	$ 28,390	$ 21,850	2.250	5.000	2034
2022 Refunding	8/30/2022	73,730	65,480	3.095	3.095	2030
2023A	8/31/2023	384,260	384,260	5.000	5.000	2038
			$ 471,590 *			

* The total amount shown above excludes net unamortized premium of $39.9 million.

(12) Long-Term Obligations

The following is a summary of changes in long-term obligations for the year ended June 30, 2024 (in thousands):

	July 1, 2023	Additions	Deductions	Other Changes**	Balance, June 30, 2024	Due Within One Year	Interest Expense
General Obligation Bonds*	$ 11,448,075	$3,824,945	$3,874,579	$ 253,365	$ 11,651,806	$ 802,374	$ 415,215
Certificates of Participation*	101,109	384,260	10,540	36,649	511,478	33,712	14,371
Lease obligations	55,818	18	4,012	–	51,824	4,421	1,097
Liability for compensated absences	90,932	130,011	111,948	–	108,995	4,371	–
Liability for other employee benefits	24,891	–	714	–	24,177	2,409	–
Self-Insurance claims (Note 10)	656,603	974,667	518,118	–	1,113,152	380,239	–
SBITAs Liability	32,296	33,110	21,892	–	43,514	22,287	1,511
Arbitrage	–	3,155	–	–	3,155	–	–
Total	$ 12,409,724	$5,350,166	$4,541,803	$ 290,014	$ 13,508,101	$ 1,249,813	$ 432,194

* The amounts shown above include unamortized premiums and discounts.

** Premium on bonds and premium and discount amortization.

Future annual payments on long-term debt obligations are as follows (in thousands):

Year Ending June 30	General Obligation Bonds		Certificates of Participation		Total	
	Principal	Interest	Principal	Interest	Principal	Interest
2025	$ 655,815	$ 437,242	$ 28,550	$ 21,627	$ 684,365	$ 458,869
2026	915,160	451,832	29,835	20,332	944,995	472,164
2027	950,760	425,551	31,190	18,976	981,950	444,527
2028	626,670	371,275	32,615	17,556	659,285	388,831
2029	561,190	341,887	34,095	16,069	595,285	357,955
2030-2034	3,400,070	1,260,291	152,645	58,176	3,552,715	1,318,467
2035-2039	1,715,870	580,368	162,660	20,960	1,878,530	601,328
2040-2044	1,263,075	274,772	—	—	1,263,075	274,772
2045-2049	634,775	55,042	—	—	634,775	55,042
	$ 10,723,385	$ 4,198,260	$ 471,590	$ 173,695	$ 11,194,975	$ 4,371,955

The General Obligation (GO) Bonds outstanding balance as of June 30, 2024, consists of the following (in thousands):

Bond Issue	Sale Date	Original Principal Amount	Outstanding June 30, 2023	Interest Rates to Maturity Min	Interest Rates to Maturity Max	Final Maturity
Election of 2005, H (2009)	10/15/2009	$ 318,800	$ 318,800	1.540%	1.540%	2025
Election of 2005, J-1 (2010) [b]	5/6/2010	190,195	190,195 [a]	5.981	5.981	2027
Election of 2005, J-2 (2010) [b]	5/6/2010	100,000	100,000 [a]	5.720	5.720	2027
2014B Refunding	6/26/2014	323,170	30,165	5.000	5.000	2024
2014C Refunding	6/26/2014	948,795	86,100	3.000	5.000	2024
2014D Refunding	6/26/2014	153,385	15,600	5.000	5.000	2024
2015A Refunding	5/28/2015	326,045	51,055	5.000	5.000	2025
Election of 2008, A (2016)	4/5/2016	648,955	320,505	3.500	5.000	2040
2016A Refunding	4/5/2016	577,400	168,185	5.000	5.000	2030
2016B Refunding	9/15/2016	500,855	498,240	2.000	5.000	2032
2017A Refunding	5/25/2017	1,080,830	698,660	4.000	5.000	2027
Election of 2005, Series M-1 (2018)	3/8/2018	117,005	101,735	3.000	5.250	2042
Election of 2008, Series B-1 (2018)	3/8/2018	1,085,440	949,510	4.000	5.250	2042
2019A Refunding	5/29/2019	594,605	453,100	3.000	5.000	2034
Series RYQ (2020)	4/30/2020	942,940	735,215	4.000	5.000	2044
2020A Refunding	10/6/2020	302,000	283,785	3.000	5.000	2033
Measure Q, Series C (2020)	11/10/2020	1,057,060	855,585	3.000	5.000	2045
2021A Refunding	4/29/2021	196,310	185,650	4.000	5.000	2032
Series RYRR (2021)	11/10/2021	494,140	413,795	2.625	5.000	2046
2021B Refunding	11/10/2021	48,855	47,015	1.245	1.888	2028
Series QRR (2022)	11/22/2022	500,000	444,015	5.000	5.250	2047
Series QRR (2023)	11/7/2023	850,000	801,530	5.000	5.250	2048
2024A Refunding	4/30/2024	2,974,945	2,974,945	5.000	6.000	2034
			$ 10,723,385 *			

* The total amount shown above excludes unamortized premium and discount of $996.7 million

(a) Includes accumulated set-aside deposits for Qualified School Construction Bonds totaling $378.23 million representing $206.44 million for Election of 2005, H (2009) (Tax Credit Bonds) and $171.79 million for Election of 2005, J-1 and J-2 (2010) (Federally Taxable Direct Subsidy Bonds).

(b) Issued as Qualified School Construction Bonds, a taxable bond program in which the federal government initially subsidized interest as if such bonds bore interest at the applicable federal rate for such bonds of 5.72% per annum.

In August 2023, Moody's Investor Services and Fitch Ratings affirmed the District's general obligation bond ratings at Aa3 (Positive) and Aaa (Stable) and assigned ratings to the District's 2023 Series A Certificates of Participation ("the COPs") of A2 and A-, respectively. The District then successfully sold $384.26 million of new money COPs on August 17. The COPs were issued to finance cybersecurity-related projects, student enrollment, information and support, data analytics and reporting, campus security systems, the acquisition of electric buses, and the electrification of bus yards. This sale was also the District's second issuance of Sustainability Bonds. The 2023 Series A COPs were sold at a true interest cost of 3.59 percent over 15 years, and the transaction closed on August 31, 2023.

In October 2023, Moody's Investor Services, Fitch Ratings, and KBRA assigned ratings to the District's General Obligation Bonds, Series QRR (2023) ("the Bonds") of Aa3, AAA and AAA, respectively. The District then successfully sold $850 million of the new money Bonds on October 24, which were issued to finance school

facilities projects and included $525 million of Measure Q Bonds and $325 million of Measure RR Bonds. The sale was also the District's third issuance of Sustainability Bonds. The 2023 Series QRR General Obligation Bonds were sold at a true interest cost of 4.55 percent over 25 years, and the transaction closed on November 7, 2023.

On April 2024, the District successfully sold $2.97 billion of its 2024 General Obligation Refunding Bonds Series A (the "Refunding Bonds"), which received ratings of Aa2, AAA, and AAA from Moody's Investor Services, Fitch Ratings, and KBRA, respectively. The transaction refunded the District's 2014 General Obligation Refunding Bonds Series B, C, and D (the "Refunded 2014 GOs"), as well as the District's Federally Taxable Build America Bonds: General Obligation Bonds Series KRY (2009) and Series RY (2010) (the "Refunded BABs"). The refunding generated taxpayer savings totaling $173.9 million over the life of the bonds. The transaction closed on April 30, 2024, with a true interest cost of 3.04% over ten years.

The arbitrage payable balance reflects amounts due to the United States Treasury in order to comply with Internal Revenue Code Section 148(f). When the District issues tax-exempt debt, Internal Revenue Service (IRS) regulations limit the yield that the District can earn on the bond proceeds. If the District earns an amount in excess of the bond yield and does not qualify for a spending exception, the District must remit the excess earnings to the United States Treasury. Payments equal to 90% of the calculated excess earnings are due on each fifth anniversary of a bond's issuance date. When a bond issue is retired, all of the remaining excess earnings must be remitted. As of June 30, 2024, there were no arbitrage rebate payments due to the IRS.

Debt Liquidation

Payments on the General Obligation Bonds and Certificates of Participation are made through the debt service funds. The employee benefits liability for retirement bonus are all paid out of the General Fund, while the compensated absences portion are liquidated from different governmental funds and proprietary funds. In fiscal year 2024, approximately 93% of compensated absences has been paid by the General Fund, 6% by the District Bond Funds, and 1% from Proprietary Funds.

The self-insurance claims and other postemployment benefits are generally liquidated through the internal service funds, which finance the payment of those claims and benefits by charging user funds. The General Fund assumes 100% of liability self-insurance claims. For workers' compensation and health benefit claims, including retiree health benefits, the General Fund currently bears approximately 90% of the cost, the Cafeteria Fund carries 5%; and the Child Development Fund carries 3%; no other individual fund is charged more than 3% of the total amount.

(13) Leases

Lessee: The District is a lessee for noncancellable leases of buildings, antenna spaces, and equipment. The District recognizes lease liability and intangible right-to-use lease asset in the government-wide financial statements.

At the commencement of a lease, the District initially measures the lease liability at the present value of payments expected to be made during the lease term. Subsequently, the lease liability is reduced by the principal portion of lease payments made. The lease asset is initially measured as the initial amount of the lease liability, adjusted for lease payment made at or before the lease commencement date, plus certain direct costs. Subsequently, the lease asset is amortized on a straight-line basis over its useful life.

Key estimates and judgments related to leases include how the District determines: (1) the discount rate it uses to discount the expected lease payments to present value, (2) lease term, and (3) lease payments. The District uses the interest rate charged by the lessor as the discount rate, if available. When the interest rate charged by the lessor is not provided, the District generally uses its estimated incremental borrowing rate as the discount rate for leases.

The lease term includes the noncancellable period of the lease. Lease payments included in the measurement of the lease liability are composed of fixed payments and purchase option price, if any, that the District is reasonably certain to exercise.

The District monitors changes in circumstances that would require a remeasurement of its lease and will remeasure the lease asset and liability if certain changes occur that are expected to significantly affect the amount of the lease liability.

Lease assets are reported with other capital assets and lease liabilities are reported with long-term liabilities on the statement of net position.

Lessor: The District is a lessor for noncancellable leases of buildings. The District recognizes a lease receivable and deferred inflow of resources in the government-wide and governmental fund financial statements.

At the commencement of a lease, the District initially measures the lease receivable at the present value of payments expected to be received during the lease term. Subsequently, the lease receivable is reduced by the principal portion of lease payments received. The deferred inflow of resources is initially measured as the initial amount of the lease receivable, adjusted for lease payments received at or before the lease commencement date. Subsequently, the deferred inflow of resources is recognized as revenue over the life of the lease term.

Key estimates and judgments include how the District determines (1) the discount rate it uses to discount the expected lease receipts to present value, (2) lease term, and (3) lease receipts. The District uses its estimated incremental borrowing rate as the discount rate for leases. The lease term includes the noncancellable period of lease. Lease receipts included in the measurement of the lease receivable is composed of fixed payments from the lessee.

The District monitors changes in circumstances that would require a remeasurement of its lease and will remeasure the lease receivable and deferred inflows of resources if certain changes occur that are expected to significantly affect the amount of the lease receivable.

The District as Lessee

The District, as a lessee, has entered into lease agreements involving buildings, parking lots, antenna spaces, and computer equipment. The opening balance of the lease liability was recorded in the amount of $56 million. During the year, the District entered into new agreements for an addition of $0.02 million. Fiscal year 2023-24 amortization was $4 million. As of June 30, 2024, the total value of the lease liability was $52 million. As of June 30, 2024, the total value of the right-to-use asset was recorded at a cost of $66 million with accumulated depreciation of $15 million.

The future lease payments under lease agreements are as follows (in thousands):

Year Ending June 30	Principal	Interest	Total
2025	$ 4,421	$ 1,017	$ 5,438
2026	1,263	958	2,221
2027	396	949	1,345
2028	408	941	1,349
2029	442	932	1,374
2030 - 2034	2,353	4,517	6,870
2035 - 2039	2,609	4,261	6,870
2040 - 2044	2,893	3,976	6,869
2045 - 2049	3,208	3,661	6,869
2050 - 2054	3,558	3,312	6,870
2055 - 2059	3,945	2,924	6,869
2060 - 2064	4,375	2,494	6,869
2065 - 2069	4,852	2,018	6,870
2070 - 2074	5,381	1,489	6,870
2075 - 2079	5,967	903	6,870
2080 - 2084	5,753	259	6,012
	$ 51,824	$ 34,611	$ 86,435

The District as Lessor

The District, as a lessor, has entered into lease agreements involving building spaces, office spaces, and parking lots. Total initial lease receivable was recorded in the amount of $15 million. During the year, the District entered renewals for an addition of $0.2 million. The District recognized the total of $0.8 million in lease revenue and $0.3 million in interest revenue during the fiscal year 2023-24. Also, the District has a deferred inflow of resources associated with leases that will be recognized over the lease term. As of June 30, 2024, the balance of the deferred inflow of resources was $14 million.

(14) Subscription-Based Information Technology Arrangements (SBITAs)

A SBITA is defined as a contractual agreement that conveys control of the right to use another party's (a SBITA vendor's) information technology (IT) software, alone or in combination with tangible capital assets (the underlying IT assets), as specified in the contract for a minimum contractual period of greater than one year, in an exchange or exchange-like transaction.

The District contracts SBITAs of remote learning platforms, student information systems, records management systems, email services, eBooks, cloud storage, data backup, and enterprise resource planning software. The District recognizes subscription liability and intangible right-to-use subscription asset in the government-wide financial statements.

At the commencement of a SBITA, the District initially measures the subscription liability at the present value of payments expected to be made during the subscription term. Subsequently, the subscription liability is reduced by the principal portion of subscription payments made. The subscription asset is initially measured as the initial amount of the subscription liability, adjusted for subscription payments made at or before the subscription commencement date, plus certain direct costs. Subsequently, the subscription asset is amortized on a straight-line basis over its useful life.

Key estimates and judgments related to SBITAs include how the District determines: (1) the discount rate it uses to discount the expected subscription payments to present value, (2) subscription term, and (3) subscription payments. The District uses the interest rate charged by the lessor as the discount rate, if available. When the interest rate charged by the lessor is not provided, the District generally uses its estimated incremental borrowing rate as the discount rate for SBITAs. The subscription term includes the noncancellable period of the SBITA. Subscription payments included in the measurement of the subscription liability are composed of fixed payments and purchase option price, if any, that the District is reasonably certain to exercise.

The District monitors changes in circumstances that would require a remeasurement of its SBITA and will remeasure the subscription asset and liability if certain changes occur that are expected to significantly affect the amount of the subscription liability.

Subscription assets are reported with other capital assets and subscription liabilities are reported with long-term liabilities on the statement of net position.

The District has entered into subscription agreements involving remote learning platforms, student information systems, records management systems, email services, eBooks, cloud storage, data backup, and enterprise resource planning software. The beginning balance of the subscription liability was recorded in the amount of $32 million. During the year, the District entered into new agreements, for an addition of $33 million. Fiscal year 2023-24 amortization was $22 million. As of June 30, 2024, the total value of the subscription liability was $44 million. As of June 30, 2024, the total value of the right-to-use asset was recorded at a cost of $97 million with accumulated depreciation of $45 million.

The future subscription payments under subscription agreements are as follows (in thousands):

Year Ending June 30	Principal	Interest	Total
2025	$ 22,287	$ 1,031	$ 23,318
2026	11,067	484	11,551
2027	6,804	220	7,024
2028	3,356	0	3,356
	$ 43,514	$ 1,735	$ 45,249

(Continued)

(15) Interfund Transfers

Interfund transfers are eliminated on the government-wide statement of activities but are reported on the fund financial statements. These consist of transfers for exchange of services or reimbursement of expenditures. In addition, interfund transactions are also made to move revenue collected in one fund to another fund where the resources are spent or accounted for, in accordance with budgetary authorization through which resources are to be expended. Transfers between funds for the year ended June 30, 2024, were as follows (in thousands):

From	To	Purpose	Amount
General Fund	Building Fund – Measure K	Reimbursement of capital expenditures	$ 14
General Fund	Building Fund – Measure Q	Reimbursement of capital expenditures	10
General Fund	Special Reserve Fund	Reimbursement of capital expenditures	4
General Fund	Capital Services Fund	Debt service	25,024
Building Fund – Measure R	General Fund	Reimbursement of capital expenditures	12
Building Fund – Measure R	Building Fund – Measure K	Reimbursement of capital expenditures	120
Building Fund – Measure R	Building Fund – Measure Q	Reimbursement of capital expenditures	1
Building Fund – Measure R	Building Fund – Measure RR	Reimbursement of capital expenditures	1
Building Fund	Building Fund – Measure K	Reimbursement of capital expenditures	1
Building Fund	Building Fund – Measure Q	Reimbursement of capital expenditures	55
Building Fund – Measure K	Building Fund – Measure R	Reimbursement of capital expenditures	1
Building Fund – Measure K	Building Fund – Measure Q	Reimbursement of capital expenditures	3
Building Fund – Measure K	Building Fund – Measure RR	Reimbursement of capital expenditures	2
Building Fund – Measure Y	Adult Fund	Reimbursement of capital expenditures	1
Building Fund – Measure Y	Building Fund – Measure R	Reimbursement of capital expenditures	133
Building Fund – Measure Y	Building Fund – Measure K	Reimbursement of capital expenditures	158
Building Fund – Measure Y	Building Fund – Measure Q	Reimbursement of capital expenditures	9
Building Fund – Measure Y	Building Fund – Measure RR	Reimbursement of capital expenditures	38
Building Fund – Measure Q	General Fund	Reimbursement of capital expenditures	244
Building Fund – Measure Q	Building Fund – Measure R	Reimbursement of capital expenditures	17
Building Fund – Measure Q	Building Fund – Measure K	Reimbursement of capital expenditures	1,035
Building Fund – Measure Q	Building Fund – Measure Y	Reimbursement of capital expenditures	14
Building Fund – Measure Q	Building Fund – Measure RR	Reimbursement of capital expenditures	2
Building Fund – Measure Q	County School Facilities - Prop 47	Reimbursement of capital expenditures	1
Building Fund – Measure RR	General Fund	Reimbursement of capital expenditures	99
Building Fund – Measure RR	Building Fund – Measure R	Reimbursement of capital expenditures	245
Building Fund – Measure RR	Building Fund – Measure Q	Reimbursement of capital expenditures	20
Capital Facilities Fund	General Fund	Reimbursement of capital expenditures	1
County School Facilities – Prop 47	Building Fund – Measure R	Reimbursement of capital expenditures	183
County School Facilities – Prop 47	Building Fund – Measure K	Reimbursement of capital expenditures	26
County School Facilities – Prop 47	Building Fund – Measure Q	Reimbursement of capital expenditures	103,698
County School Facilities – Prop 47	Capital Facilities Fund	Reimbursement of capital expenditures	1,649
Special Reserve Fund – CRA	General Fund	Reimbursement of capital expenditures	30,000
Special Reserve Fund	General Fund	Reimbursement of capital expenditures	1,990
Special Reserve Fund	Building Fund – Measure R	Reimbursement of capital expenditures	1
Special Reserve Fund	Building Fund – Measure K	Reimbursement of capital expenditures	1,146
Special Reserve Fund	Building Fund – Measure Y	Reimbursement of capital expenditures	1,981
Special Reserve Fund	Building Fund – Measure Q	Reimbursement of capital expenditures	2,011
Total			$ 169,950

(Continued)

(16) Fund Balances

The following is a summary of non-spendable, restricted, assigned, and unassigned fund balances at June 30, 2024 (in thousands):

	General	District Bonds	Bond Interest and Redemption	Other Governmental
Nonspendable:				
Revolving cash and imprest funds	$ 2,920	$ 500	$ —	$ 12
Inventories	38,594	—	—	17,861
Prepaids	8,338	101	—	68
Total Nonspendable Balances	49,852	601	—	17,941
Restricted for:				
Child Nutrition: School Programs	—	—	—	225,821
Child Development	—	—	—	11,813
Child Development - Other State	—	—	—	87,081
FEMA Public Assistance Funds	2	—	—	601
CA Learning Communities for School Success Program	13,753	—	—	—
A-G Completion Improvement Grant	37,660	—	—	—
Educator Effectiveness	82,833	—	—	—
Arts, Music & Instructional Block Grant	243,222	—	—	—
Learning Recovery Block Grant	637,266	—	—	—
Special Education	4,922	—	—	—
Special Education: Early Education Individuals with Exceptional Needs (Infant Program)	26,641	—	—	—
Classified Employee Professional Development Block Grant	1,527	—	—	—
State School Facilities Projects	—	—	—	38,003
County School Facilities	—	—	—	12,192
Capital Facilities	—	—	—	40,391
LCFF Equity Multiplier	21,227	—	—	—
Literacy Coaches & Reading Specialist Grant	120,758	—	—	—
Child Nutrition: Kitchen Infrastructure	65,863	—	—	—
Adult Education	—	—	—	35,889
Adult Education - Other State	—	—	—	10,440
Calworks	—	—	—	3,740
Debt Service Reserve	—	—	1,422,815	—
District Bonds	—	1,192,626	—	—
Dual Enrollment Opportunities	5,217	—	—	—
Expanded Learning Opportunities Program	362,617	—	—	—
Expanded Learning Opportunities Grant	36	—	—	—
Expanded Learning Opportunities Paraprofessional	13	—	—	—
Other Federal	14,068	—	—	—
Other Local	124,704	—	—	—
Other State	2,703	—	—	—
Proposition 28 Arts and Music	29,556	—	—	—
Special Reserve - Other Local	—	—	—	448,481
Special Reserve - FEMA Other State	—	—	—	1,867
Student Activity Funds	—	—	—	46,284
Tax Override	—	—	—	434
Special Reserve - Community Redelopment Agency	—	—	—	168,338
Capital Services	—	—	—	68
Total Restricted Balances	1,794,588	1,192,626	1,422,815	1,131,443
Committed to:				
Ongoing program needs	2,972,038	—	—	—
Assigned to:				
Subsequent year expenditures	491,522	—	—	16,725
Unassigned:				
Reserved for economic uncertainties	244,900	—	—	—
Unassigned	869,033	—	—	(51)
Total Fund Balances	$6,421,933	$ 1,193,227	$ 1,422,815	$ 1,166,058

(Continued)

Nonspendable fund balances represent amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

Restricted fund balances represent amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Committed fund balances represent amounts that can be used only for specific purposes determined by a formal action of the governing board through the adoption of a resolution. The governing board is the highest level of decision-making authority for the District. These committed amounts cannot be used for any other purpose unless the governing board removes or changes the specific use through formal action. Governing board action to commit fund balance needs to occur within the fiscal reporting period, no later than June 30. The amount which will be committed can be determined subsequently but prior to the release of the District's financial statements.

Assigned fund balances represent amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. The District's adopted policy delegates the authority to assign amounts for specific purposes to the Superintendent or designated executive committee.

Unassigned fund balances represent all other spendable amounts.

General Fund is the only fund that reports a positive unassigned fund balance, as it is not appropriate to report a positive unassigned fund balance in other governmental funds except where expenditures incurred for specific purposes exceed the amounts that are restricted, committed or assigned for those purposes. In such case, a negative unassigned fund balance may be reported.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which amounts in any of the unrestricted classifications of fund balance could be used, the District considers assigned amounts to be reduced first, before the unassigned amounts.

Minimum Fund Balance Policy

As part of the Budget and Finance Policy, the governing board has adopted a minimum fund balance policy for the General Fund in order to avoid the need for service level reductions in the event that an economic downturn causes revenues to be substantially lower than what was budgeted. The policy requires the District to maintain a reserve for economic uncertainty consisting of unassigned amounts equal to at least 2% of total General Fund expenditures and other financing uses. In the event that the District must expend all or part of this reserve, the District will identify and implement a budgetary plan to replenish this reserve the following year. This reserve may be adjusted based on changes to legal requirement.

It is also a policy that the total General Fund balance be maintained at a minimum level of 5% of total General Fund expenditures and Other Financing Uses. In the event that the General Fund balance falls below this level, all one-time monies will be set-aside until the 5% minimum reserve threshold is met. In addition, other recommendations may be developed to restore reserve balances.

(17) Contingencies and Commitments

(a) General

The District, as well as current and former Board Members and employees to whom the District has defense and indemnification responsibilities under the Government Code, has been named as defendants in numerous lawsuits, administrative proceedings, and arbitrations. These seek, among other things, to require the District to cease its Covid mitigating measures (e.g., vaccine mandate, masking, testing, etc.), to reinstate terminated and suspended employees, to remedy alleged noncompliance regarding special education services/schools, and to change existing instructional programs, pupil integration methods, and employment and administration procedures. In many proceedings, monetary damages are sought including, for example, claims for retroactive pay and benefits and future pay and benefits. Based on the opinion of counsel, management believes that the ultimate outcome of such lawsuits will not have a material effect on the District's financial condition.

(b) Grants

The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under the terms of the grants, management believes that any required reimbursement will not be material to the financial statements.

(c) Construction Contracts

The District has entered into various contracts for the construction of facilities throughout the campuses. During fiscal year 2023-24 the District entered into approximately 84 contracts with a combined value of $477.8 million. The durations of the contracts range from 110 days to four years.

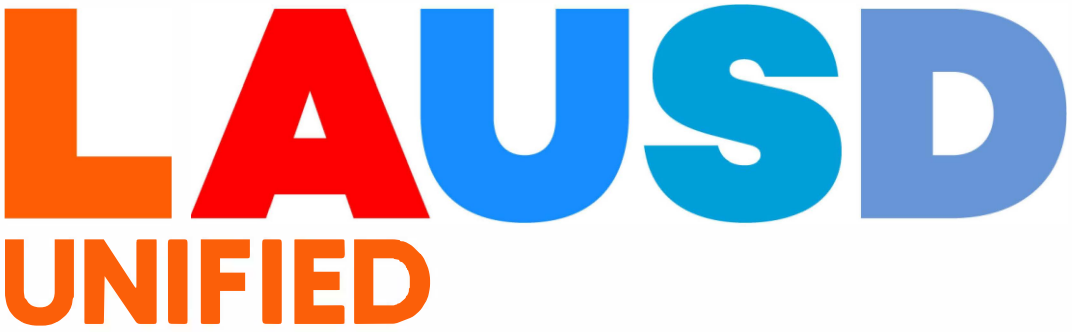
(18) Subsequent Events

On June 4, 2024, the Board of Education approved the formation of a captive insurance company (the Captive) to help manage and control escalating insurance costs, enhance the management of risk, and improve the District's financial stability. The Captive was created on June 10, 2024, and the District secured regulatory approval, determined governance structure, and identified initial funding sources. In October 2024, the district transferred funds to the Captive for its capital contributions, loss portfolio transfers, and premiums. The Captive provides coverage for general liability, automobile liability and workers' compensation. More coverage may be added later.

The District successfully sold $1.1 billion of new money General Obligation Bonds, Series QRR (2024) ("the Bonds") on September 25, 2024. The transaction was rated Aa2, AAA, and AAA by Moody's Investor Services, Fitch Ratings, and KBRA, respectively. The Bonds were issued to finance school facilities projects and included $525 million of Measure Q Bonds and $575 million of Measure RR Bonds. The Bonds sold at a true interest cost of 3.72 percent over 25 years, and the transaction closed on October 8th.

On November 22, 2024, the County, on behalf of the District, issued a series of the Notes designated the "Los Angeles Unified School District 2024-2025 Tax and Revenue Anticipation Notes, Series A," in the aggregate principal amount of $54,563,613. Additional Notes may be issued during the course of Fiscal Year 2024-2025 in a principal amount which, when combined with the principal amount of all series of Notes previously issued, is not in excess of $250,000,000.

REQUIRED SUPPLEMENTARY INFORMATION


LAUSD
UNIFIED

LOS ANGELES UNIFIED SCHOOL DISTRICT
Required Supplementary Information
Schedule of Changes in the Net OPEB Liability and Related Ratios*
For the Year Ended June 30, 2024
(Dollar amounts in thousands)
(Unaudited)

	2017-2018	2018-2019	2019-2020
Total OPEB liability			
Service cost	$ 634,089	$ 523,203	$ 380,844
Interest on the total OPEB liability	490,582	561,040	460,486
Differences between expected and actual experience	—	—	(1,167,998)
Changes of benefit terms	—	(3,842,546)	(1)
Changes of assumptions	(2,061,247)	(580,166)	(1,965,158)
Benefit payments	(264,763)	(305,521)	(287,040)
Net change in total OPEB liability	(1,201,339)	(3,643,990)	(2,578,867)
Total OPEB liability – beginning	16,413,979	15,212,640	11,568,650
Total OPEB liability – ending (a)	$ 15,212,640	$ 11,568,650	$ 8,989,783
Plan fiduciary net position			
Contributions – employer	$ 342,763	$ 425,521	$ 287,040
Net investment income/(loss)	20,995	23,893	23,970
Benefit payments	(264,763)	(305,521)	(287,040)
Administrative expense	(103)	(172)	(190)
Net change in plan fiduciary net position	98,892	143,721	23,780
Plan fiduciary net position – beginning	145,238	244,130	387,851
Plan fiduciary net position – ending (b)	244,130	387,851	411,631
Net OPEB liability – ending (a) - (b)	$ 14,968,510	$ 11,180,799	$ 8,578,152
Plan fiduciary net position as a percentage of the total OPEB liability	1.60%	3.35%	4.58%
Covered – employee payroll	$ 3,905,000	$ 3,728,000	$ 4,062,000
Net OPEB liability as percentage of covered – employee payroll	383.32%	299.91%	211.18%

* Fiscal year 2017-18 was the first year of implementation, therefore only seven years are shown.

Schedule of Contributions
For the Year Ended June 30, 2024

Not applicable – Funding is not based on actuarially determined contributions and contributions are neither statutorily or contractually established.

See accompanying independent auditor's report.

(Continued)

2020-2021	2021-2022	2022-2023	2023-2024
$ 291,399	$ 437,026	$ 450,849	$ 294,791
330,177	271,654	243,430	337,814
—	(1,143,508)	—	(234,984)
—	—	—	—
2,098,757	(93,876)	(2,240,059)	377,218
(221,166)	(231,192)	(231,063)	(235,929)
2,499,167	(759,896)	(1,776,843)	538,910
8,989,783	11,488,950	10,729,054	8,952,211
$ 11,488,950	$ 10,729,054	$ 8,952,211	$ 9,491,121
$ 221,166	$ 231,192	$ 231,063	$ 235,929
14,563	117,080	(72,625)	30,185
(221,166)	(231,192)	(231,063)	(235,929)
(205)	(240)	(264)	(235)
14,358	116,840	(72,889)	29,950
411,631	425,989	542,829	469,940
425,989	542,829	469,940	499,890
$ 11,062,961	$ 10,186,225	$ 8,482,271	$ 8,991,231
3.71%	5.06%	5.25%	5.27%
$ 4,174,000	$ 4,192,000	$ 4,307,000	$ 4,614,000
265.04%	242.99%	196.94%	194.87%

LOS ANGELES UNIFIED SCHOOL DISTRICT
Required Supplementary Information
Schedule of Changes in the Net Pension Liability and Related Ratios
Agent Multiple-Employer Defined Benefit Pension Plan
California Public Employees' Retirement System (CalPERS) – Safety Plan
For the Year Ended June 30, 2024
(Dollar amounts in thousands)
(Unaudited)

	2014-2015	2015-2016	2016-2017
Total pension liability			
Service cost	$ 8,284	$ 8,240	$ 8,861
Interest on total pension liability	22,121	23,128	25,394
Differences between expected and actual experience	—	(4,558)	11,191
Changes of assumptions	—	(5,860)	—
Changes of benefits terms	—	—	—
Benefit payments, including refunds of employee contributions	(12,325)	(12,853)	(13,653)
Net change in total pension liability	18,080	8,097	31,793
Total pension liability – beginning	296,973	315,053	323,150
Total pension liability – ending (a)	$ 315,053	$ 323,150	$ 354,943
Plan fiduciary net position			
Contributions – employer	$ 8,341	$ 9,347	$ 8,701
Contributions – employee	2,717	2,825	3,064
Net investment income/(loss) (net of administrative expenses)	37,066	5,185	1,196
Benefit payments	(12,325)	(12,853)	(13,653)
Plan to plan resource movement	—	1	(3)
Net change in plan fiduciary net position	35,799	4,505	(695)
Plan fiduciary net position – beginning	213,160	248,959	253,464
Plan fiduciary net position – ending (b)	248,959	253,464	252,769
Net pension liability – ending (a) - (b)	$ 66,094	$ 69,686	$ 102,174
Plan fiduciary net position as a percentage of the total pension liability	79.02%	78.44%	71.21%
Covered – employee payroll	$ 26,213	$ 27,384	$ 31,786
Net pension liability as percentage of covered – employee payroll	252.14%	254.48%	321.45%

See accompanying independent auditor’s report.

(Continued)

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
$ 10,331	$ 10,073	$ 10,054	$ 11,066	$ 10,479	$ 9,325	$ 8,345
26,815	27,428	28,862	30,547	32,058	32,354	34,206
(1,831)	(2,039)	(1,660)	536	(2,306)	(12,925)	7,911
23,771	(11,622)	—	—	—	11,355	—
—	—	—	211	—	—	—
(14,041)	(15,498)	(16,060)	(17,165)	(18,587)	(21,132)	(23,385)
45,045	8,342	21,196	25,195	21,644	18,977	27,077
354,943	399,988	408,330	429,526	454,721	476,365	495,342
$ 399,988	$ 408,330	$ 429,526	$ 454,721	$ 476,365	$ 495,342	$ 522,419
$ 9,711	$ 10,746	$ 12,751	$ 14,619	$ 14,984	$ 14,583	$ 15,153
3,352	3,291	3,505	3,348	2,936	2,307	2,517
28,500	22,418	19,647	15,665	76,690	(31,572)	23,062
(14,041)	(15,498)	(16,060)	(17,165)	(18,587)	(21,132)	(23,385)
(15)	(176)	(307)	(164)	—	—	—
27,507	20,781	19,536	16,303	76,023	(35,814)	17,347
252,769	280,276	301,057	320,593	336,896	412,919	377,105
280,276	301,057	320,593	336,896	412,919	377,105	394,452
$ 119,712	$ 107,273	$ 108,933	$ 117,825	$ 63,446	$ 118,237	$ 127,967
70.07%	73.73%	74.64%	74.09%	86.68%	76.13%	75.50%
$ 33,239	$ 33,381	$ 33,097	$ 34,582	$ 29,289	$ 31,588	$ 36,077
360.16%	321.36%	329.14%	340.72%	216.62%	374.31%	354.71%

LOS ANGELES UNIFIED SCHOOL DISTRICT

Required Supplementary Information
Schedule of Contributions
Agent Multiple-Employer Defined Benefit Pension Plan
California Public Employees' Retirement System (CalPERS) – Safety Plan
For the Year Ended June 30, 2024
(Dollar amounts in thousands)
(Unaudited)

	2014-2015	2015-2016	2016-2017	2017-2018
Actuarially determined contribution	$ 9,342	$ 10,397	$ 11,392	$ 11,057
Contributions in relation to the actuarially determined contributions	(9,342)	(10,397)	(11,392)	(11,057)
Contribution deficiency (excess)	$ —	$ —	$ —	$ —
Covered – employee payroll	$ 39,837	$ 42,476	$ 43,788	$ 43,799
Contributions as a percentage of covered – employee payroll	23.45%	24.48%	26.02%	25.24%

Notes to Schedule:

The actuarial methods and assumptions used to set the actuarially determined contributions are as follows:

Valuation date	6/30/2012	6/30/2013	6/30/2014	6/30/2015
Actuarial cost method	Entry Age Normal Cost Method	Entry Age Normal Cost Method	Entry Age Normal Cost Method	Entry Age Normal Cost Method
Amortization method	Level Percent of Payroll	Level Percent of Payroll	Level Percent of Payroll	Level Percent of Payroll
Asset valuation method	15 Year Smoothed Market	Market Value of Assets	Market Value of Assets	Market Value of Assets
Inflation	2.75% compounded annually	2.75% compounded annually	2.75% compounded annually	2.75% compounded annually
Salary increases	Varies by entry age and service	3.3% to 14.2% depending on age, service and type of employment	Varies by entry age and service	Varies by entry age and service
Payroll growth	3.0%	3.0%	3.0%	3.0%
Investment rate of return	7.5% net of pension plan investment and administrative expenses; includes inflation.	7.5%	7.5%	7.5%
Retirement age	The probabilities of retirement are based on the 2010 CalPERS Experience Study for the period from 1997 to 2007.	The probabilities of retirement are based on the 2010 CalPERS Experience Study for the period from 1997 to 2007.	The probabilities of retirement are based on the 2014 CalPERS Experience Study.	The probabilities of retirement are based on the 2014 CalPERS Experience Study.
Mortality	The probabilities of mortality are based on the 2010 CalPERS Experience Study for the period from 1997 to 2007. Pre-retirement and Post-retirement mortality rates include 5 years of projected mortality improvement using Scale AA published by the Society of Actuaries.	Based on mortality rates from the most recent CalPERS Experience Study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates include 5 years of projected on-going mortality improvement using scale AA published by the Society of Actuaries. There is no margin for future mortality improvement beyond the valuation date.	Based on mortality rates from the most recent CalPERS Experience Study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates include 20 years of projected on-going mortality improvements using Scale BB published by the Society of Actuaries.	Based on mortality rates from the most recent CalPERS Experience Study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates include 20 years of projected on-going mortality improvements using Scale BB published by the Society of Actuaries.

See accompanying independent auditor’s report.

(Continued)

2018-2019	2019-2020	2020-2021	2021-2022	2022-23	2023-24
$ 12,992	$ 14,611	$ 13,900	$ 12,215	$ 12,359	$ 14,210
(12,992)	(14,611)	(13,900)	(12,215)	(12,359)	(14,210)
$ —	$ —	$ —	$ —	$ —	$ —
$ 46,849	$ 45,139	$ 34,583	$ 29,289	$ 31,588	$ 36,077
27.73%	32.37%	40.19%	41.71%	39.13%	39.39%
6/30/2016	6/30/2017	6/30/2018	6/30/2019	6/30/2020	6/30/2021
Entry Age Normal Cost Method	Entry Age Normal Cost Method	Entry Age Normal Cost Method	Entry Age Normal Cost Method	Entry Age Normal Cost Method	Entry Age Normal Cost Method
Level Percent of Payroll	Level Percent of Payroll	Level Percent of Payroll	Level Dollar	Level Dollar	Level Dollar
Market Value of Assets	Market Value of Assets	Market Value of Assets	Market Value of Assets	Market Value of Assets	Market Value of Assets
2.75% compounded annually	2.63% compounded annually	2.50% compounded annually	2.50% compounded annually	2.50% compounded annually	2.30% compounded annually
Varies by entry age and service	Varies by entry age and service	Varies by entry age and service	Varies by entry age and service	Varies by entry age and service	Varies by entry age and service
3.0%	2.9%	2.75%	2.75%	2.75%	2.80%
7.5%	7.25%	7.00%	7.00%	7.00%	6.80%
The probabilities of retirement are based on the 2014 CalPERS Experience Study.	The probabilities of retirement are based on the 2017 CalPERS Experience Study.	The probabilities of retirement are based on the 2017 CalPERS Experience Study.	The probabilities of retirement are based on the 2017 CalPERS Experience Study.	The probabilities of retirement are based on the 2017 CalPERS Experience Study.	The probabilities of retirement are based on the 2017 CalPERS Experience Study.
Based on mortality rates from the most recent CalPERS Experience Study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates include 20 years of projected on-going mortality improvements using Scale BB published by the Society of Actuaries.	Based on mortality rates from the most recent CalPERS Experience Study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates include 15 years of projected on-going mortality improvement using 90 percent of Scale MP 2016 published by the Society of Actuaries.	Based on mortality rates from the most recent CalPERS Experience Study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates include 15 years of projected on-going mortality improvement using 90 percent of Scale MP 2016 published by the Society of Actuaries.	Based on mortality rates from the most recent CalPERS Experience Study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates include 15 years of projected on-going mortality improvement using 90 percent of Scale MP 2016 published by the Society of Actuaries.	Based on mortality rates from the most recent CalPERS Experience Study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates include 15 years of projected on-going mortality improvement using 90 percent of Scale MP 2016 published by the Society of Actuaries.	Based on mortality rates from the most recent CalPERS Experience Study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates are for 2017 and are projected generationally for future years using 80% of the Society of Actuaries' Scale MP-2020.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Required Supplementary Information
Schedule of District Proportionate Share of the Net Pension Liability and Related Ratios and District Contributions
Cost Sharing Multiple Employer Defined Benefit Pension Plan
California Public Employees' Retirement System (CalPERS) – Miscellaneous Plan
For the Year Ended June 30, 2024
(Dollar amounts in thousands)
(Unaudited)

1. Schedule of District Proportionate Share of the Net Pension Liability and Related Ratios

	2014-2015	2015-2016	2016-2017	2017-2018
District's proportion of the net pension liability (asset)	9.3936%	8.7047%	8.3405%	8.1507%
District's proportionate share of the net pension liability (asset)	$ 1,066,402	$ 1,283,081	$ 1,647,254	$ 1,945,775
District's covered-employee payroll	$ 839,116	$ 1,016,759	$ 1,078,634	$ 1,108,784
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	127.09%	126.19%	152.72%	175.49%
Plan fiduciary net position as a percentage of the total pension liability	83.38%	79.43%	73.90%	71.87%

2. Schedule of District Contributions

	2014-2015	2015-2016	2016-2017	2017-2018
Contractually required contribution District contributions	$ 113,398	$ 119,193	$ 144,467	$ 166,342
Contributions in relation to the contractually required contribution	113,398	119,193	144,467	166,342
Contribution deficiency (excess)	$ —	$ —	$ —	$ —
District's covered-employee payroll	$ 1,016,759	$ 1,078,634	$ 1,108,784	$ 1,116,870
Contributions as a percentage of covered-employee payroll	11.15%	11.05%	13.03%	14.89%

Notes to Schedule:
The actuarial methods and assumptions used to set the actuarially determined contributions are as follows:

Valuation date	6/30/2013	6/30/2014	6/30/2015	6/30/2016
Actuarial cost method	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal
Amortization method	Level Percent of Payroll	Level Percent of Payroll	Level Percent of Payroll	Level Percent of Payroll
Remaining amortization period	20-year period	Varies depending on the nature of the change in the unfunded liabilities.	Varies depending on the nature of the change in the unfunded liabilities.	Varies depending on the nature of the change in the unfunded liabilities.
Asset valuation method	Actuarial value of Assets	Market value of Assets	Market value of Assets	Market value of Assets
Inflation	2.75%	2.75%	2.75%	2.75%
Salary increases	Varies by entry age and duration of service	Varies by entry age and duration of service	Varies by entry age and duration of service	Varies by entry age and duration of service
Investment rate of return	7.50%	7.50%	7.50%	7.50%
Retirement age	CalPERS Experience Study	CalPERS Experience Study	CalPERS Experience Study	CalPERS Experience Study
Mortality	The probabilities of mortality are based on the most recent CalPERS Experience Study adopted by the CalPERS Board, first used in the 6/30/09 Valuation. Post-retirement mortality rates include 5 years of projected on-going mortality improvement using Scale AA published by the Society of Actuaries until June 30, 2010.	The probabilities of mortality are based on the most recent CalPERS Experience Study adopted by the CalPERS Board, first used in the 6/30/09 Valuation. Post-retirement mortality rates include 5 years of projected on-going mortality improvement using Scale AA published by the Society of Actuaries until June 30, 2010.	The probabilities of mortality are based on the most recent CalPERS Experience Study adopted by the CalPERS Board, first used in the 6/30/15 Valuation. Post-retirement mortality rates include 20 years of projected on-going mortality improvements using Scale BB published by the Society of Actuaries.	The probabilities of mortality are based on the most recent CalPERS Experience Study adopted by the CalPERS Board, first used in the 6/30/15 Valuation. Post-retirement mortality rates include 20 years of projected on-going mortality improvements using Scale BB published by the Society of Actuaries.

See accompanying independent auditor's report.

(Continued)

2018-2019	2019-2020	2020-2021	2021-2022	2022-23	2023-24
7.9678%	8.0858%	7.8905%	7.8531%	7.8184%	7.7465%
$ 2,124,474	$ 2,356,549	$ 2,421,053	$ 1,596,877	$ 2,690,237	$ 2,804,142
$ 1,116,870	$ 1,228,585	$ 1,221,081	$ 1,256,381	$ 1,449,675	$ 1,595,725
190.22%	191.81%	198.27%	127.10%	185.58%	175.73%
70.85%	70.05%	70.00%	80.97%	69.76%	69.96%

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
$ 205,346	$ 224,546	$ 243,447	$ 286,190	$ 357,900	$ 438,819
205,346	224,546	243,447	286,190	357,900	438,819
$ —	$ —	$ —	$ —	$ —	$ —
$ 1,228,585	$ 1,221,081	$ 1,256,381	$ 1,449,675	$ 1,595,725	$ 1,808,927
16.71%	18.39%	19.38%	19.74%	22.43%	24.26%

6/30/2017	6/30/2018	6/30/2019	6/30/2020	6/30/2021	6/30/2022
Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal
Level Percent of Payroll	Level Percent of Payroll	Level Percent of Payroll	Level Dollar	Level Dollar	Level Dollar
Varies depending on the nature of the change in the unfunded liabilities.	Varies depending on the nature of the change in the unfunded liabilities.	Varies depending on the nature of the change in the unfunded liabilities.	Varies depending on the nature of the change in the unfunded liabilities.	Varies depending on the nature of the change in the unfunded liabilities.	Varies depending on the nature of the change in the unfunded liabilities.
Market value of Assets	Market value of Assets	Market value of Assets	Market value of Assets	Market value of Assets	Market value of Assets
2.75%	2.63%	2.50%	2.50%	2.30%	2.30%
Varies by entry age and duration of service	Varies by entry age and duration of service	Varies by entry age and duration of service	Varies by entry age and duration of service	Varies by entry age and duration of service	Varies by entry age and duration of service
7.15%	7.15%	7.15%	7.15%	6.90%	6.80%
CalPERS Experience Study	CalPERS Experience Study	CalPERS Experience Study	CalPERS Experience Study	CalPERS Experience Study	CalPERS Experience Study
The probabilities of mortality are based on the most recent CalPERS Experience Study adopted by the CalPERS Board, first used in the 6/30/15 Valuation. Post-retirement mortality rates include 20 years of projected on-going mortality improvements using Scale BB published by the Society of Actuaries.	Based on mortality rates from the most recent CalPERS Experience Study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates include 15 years of projected on-going mortality improvements using 90 percent of Scale MP 2016 published by the Society of Actuaries.	Based on mortality rates from the most recent CalPERS Experience Study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates include 15 years of projected on-going mortality improvements using 90 percent of Scale MP 2016 published by the Society of Actuaries.	Based on mortality rates from the most recent CalPERS Experience Study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates include fully generational mortality improvement using 80 percent of Scale MP 2020 published by the Society of Actuaries.	Based on mortality rates from the most recent CalPERS Experience Study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates include fully generational mortality improvement using 80 percent of Scale MP 2020 published by the Society of Actuaries.	Based on mortality rates from the most recent CalPERS Experience Study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates include fully generational mortality improvement using 80 percent of Scale MP 2020 published by the Society of Actuaries.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Required Supplementary Information

Schedule of District Proportionate Share of the Net Pension Liability and Related Ratios and District Contributions

Cost-Sharing Multiple Employer Defined Benefit Pension Plan

California State Teachers' Retirement System (CalSTRS)

For the Year Ended June 30, 2024

(Dollar amounts in thousands)

(Unaudited)

1. Schedule of District Proportionate Share of the Net Pension Liability and Related Ratios

	2014-2015	2015-2016	2016-2017	2017-2018
District's proportion of the net pension liability	5.7380%	5.9320%	5.5890%	5.3050%
District's proportionate share of the net pension liability	$ 3,353,000	$ 3,993,660	$ 4,520,439	$ 4,906,064
District's covered-employee payroll	$ 2,585,154	$ 2,771,643	$ 2,834,892	$ 2,865,305
District's proportionate share of the net pension liability as a percentage of its covered-employee payroll	129.70%	144.09%	159.46%	171.22%
Plan fiduciary net position as a percentage of the total pension liability	76.52%	74.02%	70.04%	69.46%

2. Schedule of District Contributions

	2014-2015	2015-2016	2016-2017	2017-2018
Contractually required contribution District contributions	$ 245,474	$ 302,716	$ 358,073	$ 407,198
Contributions in relation to the contractually required contribution	245,474	302,716	358,073	407,198
Contribution deficiency (excess)	$ —	$ —	$ —	$ —
District's covered-employee payroll	$ 2,771,643	$ 2,834,892	$ 2,865,305	$ 2,833,461
Contributions as a percentage of covered-employee payroll	8.86%	10.68%	12.50%	14.37%

Notes to Schedule:

The actuarial methods and assumptions used to set the actuarially determined contributions are as follows:

Valuation date	6/30/2013	6/30/2014	6/30/2015	6/30/2016
Actuarial cost method	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal
Amortization method	Level Percent of Payroll	Level Percent of Payroll	Level Percent of Payroll	Level Percent of Payroll
Remaining amortization period	30 years	32 years	31 years	30 years
Asset valuation method	Expected Value with 33% adjustment to Market Value	Expected Value with 33% adjustment to Market Value	Expected Value with 33% adjustment to Market Value	Expected Value with 33% adjustment to Market Value
Inflation	3.00%	3.00%	3.00%	2.75%
Salary increases	3.75%	3.75%	3.75%	3.50%
Investment rate of return	7.50%	7.50%	7.50%	7.25%
Retirement age	Experience Tables	Experience Tables	Experience Tables	Experience Tables
Mortality	RP-2000 Series Table	RP-2000 Series Table	RP-2000 Series Table	110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table

See accompanying independent auditor’s report.

(Continued)

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
5.1840%	5.3820%	5.4030%	5.5680%	5.4970%	5.1330%
$ 4,764,511	$ 4,980,791	$ 5,396,309	$ 2,651,352	$ 3,921,933	$ 4,010,722
$ 2,833,461	$ 3,052,549	$ 2,825,924	$ 3,093,726	$ 3,385,125	$ 3,342,646
168.15%	163.17%	190.96%	85.70%	115.86%	119.99%
70.99%	72.56%	71.82%	87.21%	81.20%	80.62%

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
$ 483,163	$ 508,985	$ 497,701	$ 563,921	$ 663,868	$ 740,659
483,163	508,985	497,701	563,921	663,868	740,659
$ —	$ —	$ —	$ —	$ —	$ —
$ 3,052,549	$ 2,825,924	$ 3,093,726	$ 3,385,125	$ 3,342,646	$ 4,062,578
15.83%	18.01%	16.09%	16.66%	19.86%	18.23%

6/30/2017	6/30/2018	6/30/2019	6/30/2020	6/30/2021	6/30/2022
Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal
Level Percent of Payroll	Level Percent of Payroll	Level Percent of Payroll	Level Percent of Payroll	Level Percent of Payroll	Level Percent of Payroll
29 years	28 years	27 years	26 years	25 years	24 years
Expected Value with 33% adjustment to Market Value	Expected Value with 33% adjustment to Market Value	Expected Value with 33% adjustment to Market Value	Expected Value with 33% adjustment to Market Value	Expected Value with 33% adjustment to Market Value	Expected Value with 33% adjustment to Market Value
2.75%	2.75%	2.75%	2.75%	2.75%	2.75%
3.50%	3.50%	3.50%	3.50%	3.50%	3.50%
7.10%	7.10%	7.10%	7.10%	7.00%	7.00%
Experience Tables	Experience Tables	Experience Tables	Experience Tables	Experience Tables	Experience Tables
110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table	110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table	110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table	110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table	110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table	110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table

LOS ANGELES UNIFIED SCHOOL DISTRICT

District Bonds Fund

Schedule of Revenues, Expenditures, and Changes in Fund Balances – Budget and Actual

Year Ended June 30, 2024

(in thousands)

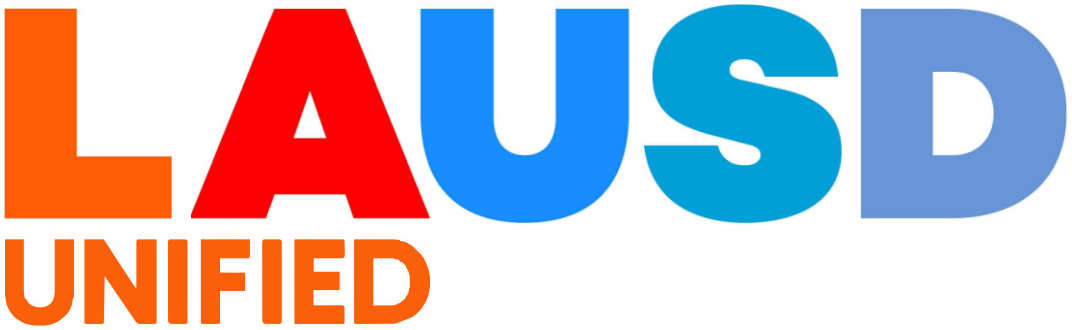
	Budget			Variance with Final Budget – Favorable (Unfavorable)
	Original	Final	Actual	
Revenues:				
Other local revenues	$ 21,185	$ 21,185	$ 83,305	$ 62,120
Total Revenues	21,185	21,185	83,305	62,120
Expenditures:				
Current:				
Classified salaries	53,242	75,781	51,639	24,142
Employee benefits	41,810	40,712	29,805	10,907
Books and supplies	1,931	164,448	3,395	161,053
Services and other operating expenditures	1,584	208,711	48,861	159,850
Capital outlay	1,086,162	951,624	950,718	906
Debt service – principal	—	3	3	—
Debt service – bond, COPs, and capital leases interest	—	—	—	—
Total Expenditures	1,184,729	1,441,279	1,084,421	356,858
Excess (Deficiency) of Revenues Over (Under) Expenditures	(1,163,544)	(1,420,094)	(1,001,116)	418,978
Other Financing Sources (Uses):				
Transfers in	—	110,925	110,925	—
Transfers out	—	(2,156)	(2,156)	—
Proceeds from sale of bonds	750,000	850,000	850,000	—
Total Other Financing Sources (Uses)	750,000	958,769	958,769	—
Net Changes in Fund Balances	(413,544)	(461,325)	(42,347)	418,978
Fund Balances, July 1, 2023	1,186,653	1,235,574	1,235,574	—
Fund Balances, June 30, 2024	$ 773,109	$ 774,249	$ 1,193,227	$ 418,978

See accompanying independent auditor's report.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Bond Interest and Redemption Fund
Schedule of Revenues, Expenditures, and Changes in Fund Balances – Budget and Actual
Year Ended June 30, 2024
(in thousands)

	Budget			Variance with Final Budget – Favorable
	Original	**Final**	**Actual**	**(Unfavorable)**
Revenues:				
Federal revenues	$ 69,549	$ 69,549	$ 69,549	$ —
Other state revenues	—	—	3,127	3,127
Other local revenues	1,042,970	1,042,970	1,225,337	182,367
Total Revenues	1,112,519	1,112,519	1,298,013	185,494
Expenditures:				
Debt service – principal	379,558	706,023	706,023	—
Debt service – bond issuance cost	—	6,797	6,797	—
Debt service – bond, COPs, and capital leases interest	602,086	524,166	524,166	—
Total Expenditures	981,644	1,236,986	1,236,986	—
Excess (Deficiency) of Revenues Over (Under) Expenditures	130,875	(124,467)	61,027	185,494
Other Financing Sources (Uses):				
Proceeds on refunding bonds issued	—	2,974,945	2,974,945	—
Premium on bonds issued	—	—	49,829	49,829
Premium on refunding bonds issued	—	363,514	363,514	—
Payment to refunded bond escrow agent	—	(3,331,662)	(3,331,662)	—
Total Other Financing Sources (Uses)	—	6,797	56,626	49,829
Net Changes in Fund Balances	130,875	(117,670)	117,653	235,323
Fund Balances, July 1, 2023	1,073,035	1,305,162	1,305,162	—
Fund Balances, June 30, 2024	$ 1,203,910	$ 1,187,492	$ 1,422,815	$ 235,323

See accompanying independent auditor's report.


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LOS ANGELES UNIFIED SCHOOL DISTRICT

Nonmajor Governmental Funds

Special Revenue Funds

The Student Activity Special Revenue Fund is used to account for the transactions of student organizations that are established to raise and spend money on behalf of the students.

The Adult Education Fund is used to account for resources committed to the operation of Community Adult Schools including educational programs funded by other government agencies. This Fund was established as authorized by State Education Code Section 42238. Revenues are primarily derived from State apportionments, federal subventions, investment income, and adult education fees.

The Child Development Fund is used to account for resources committed to the operation of the District's child development programs. Revenues are primarily derived from federal and state grants and apportionments, early education center fees, and investment income.

The Cafeteria Fund is used to account for resources designated for the operation of the District's food services programs. Revenues are primarily derived from federal and state subsidies, food sales, and investment income. Since the primary source of revenues is from federal and state subsidies rather than food sales, this fund is classified as a Special Revenue Fund rather than as an Enterprise Fund.

Debt Service Funds

The Tax Override Fund is used to account for the accumulation of resources from ad valorem tax levies for the repayment of State School Building Aid Fund apportionments. The loan was paid in full in May 2010.

The Capital Services Fund is used to account for the accumulation of resources for the repayment of principal and interest on Certificates of Participation and long-term capital lease agreements. Revenues are derived primarily from operating transfers from user funds and investment income.

Capital Projects Funds

The Building Fund is used to account for revenue from rentals and leases of real property and other resources designated for facility expansion.

The Capital Facilities Account Fund was established on January 1, 1987, in accordance with Section 53080 of the California Government Code and is used to account for resources received from fees levied upon new residential, commercial, or industrial development projects within the District's boundaries in order to obtain funds for the construction or acquisition of school facilities to relieve overcrowding.

The County School Facilities Bonds Fund is used to account for State grant apportionments received from the School Facility Program (SFP) which was established by the Leroy F. Greene School Facilities Act of 1998 (Senate Bill 50). The SFP was funded by the Class Size Reduction Kindergarten-University Public Education Facilities Bond Act of 1998 (Proposition 1A), and subsequently funded by the Kindergarten-University Public Education Facilities Bond Act of 2002 (Proposition 47), the Kindergarten-University Public Education Facilities Bond Act of 2004 (Proposition 55), the Kindergarten-University Public Education Facilities Bond Act of 2006 (Proposition 1D), and the Kindergarten through Community College Public Education Facilities Bond Act of 2016 (Proposition 51).

LOS ANGELES UNIFIED SCHOOL DISTRICT

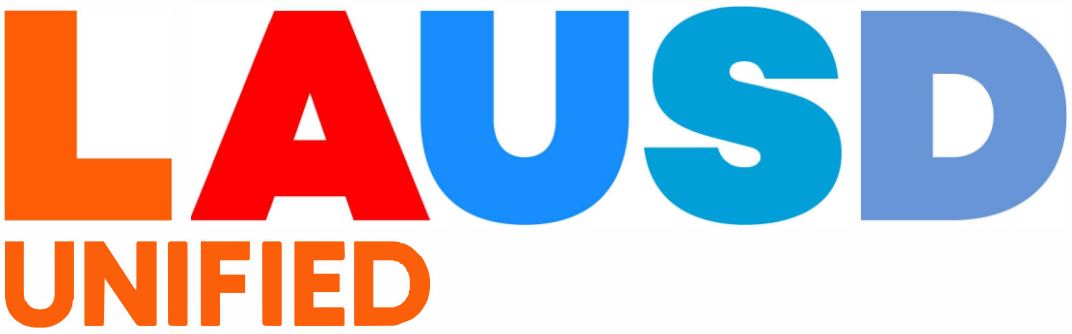
Nonmajor Governmental Funds

The Special Reserve Fund – Community Redevelopment Agency is used to account for reimbursements of tax increment revenues from certain community redevelopment agencies based on agreements between the District and the agencies. These reimbursements are to be used for capital projects within the respective redevelopment areas covered in the agreements.

The Special Reserve Fund is used to account for District resources designated for capital outlay purposes such as land purchases, ground improvements, facilities construction and improvements, new acquisitions, and related expenditures.

The Special Reserve Fund – FEMA – Earthquake is used to account for funds received from the Federal Emergency Management Agency (FEMA) for capital outlay projects resulting from the January 17, 1994, Northridge Earthquake.

The Special Reserve Fund – FEMA – Hazard Mitigation was established on April 15, 1996, to account for funds received from FEMA and for the 25% District-matching funds for the retrofit/replacement of pendant lighting and suspended ceilings in selected buildings at schools, offices, and children's centers.


LAUSD
UNIFIED

LOS ANGELES UNIFIED SCHOOL DISTRICT
Nonmajor Governmental Funds
Combining Balance Sheet (Continued)
June 30, 2024
(in thousands)

	Special Revenue		
	Student Activity	**Adult Education**	**Child Development**
Assets:			
Cash in county treasury, in banks, and on hand	$ 33,445	$ 35,750	$ 116,049
Cash held by trustee	—	—	—
Investments	13,735	—	—
Lease receivable	—	—	—
Accounts receivable – net	335	30,796	1,346
Accrued interest receivable	—	491	1,713
Prepaids	—	—	17
Inventories	4,496	—	—
Other Assets	48	—	—
Total Assets	52,059	67,037	119,125
Deferred Outflows of Resources	—	—	—
Total Assets and Deferred Outflows of Resources	$ 52,059	$ 67,037	$ 119,125
Liabilities and Fund Balances:			
Vouchers and accounts payable	$ —	$ 3,322	$ 1,426
Contracts payable	—	15	—
Accrued payroll	—	3,649	7,201
Other payables	1,279	1,014	2,774
Unearned revenue	—	5	8,864
Total Liabilities	1,279	8,005	20,265
Deferred Inflows of Resources	—	—	—
Fund Balances:			
Nonspendable	4,496	12	17
Restricted	46,284	50,069	98,894
Assigned	—	8,951	—
Unassigned	—	—	(51)
Total Fund Balances	50,780	59,032	98,860
Total Liabilities, Deferred Inflows of Resources and Fund Balances	$ 52,059	$ 67,037	$ 119,125

See accompanying independent auditors' report.

(Continued)

Special Revenue		Debt Service		
Cafeteria	Total	Tax Override	Capital Services	Total
$ 185,227	$ 370,471	$ 429	$ 38	$ 467
—	—	—	29	29
—	13,735	—	—	—
—	—	—	—	—
57,220	89,697	—	—	—
1,825	4,029	5	1	6
51	68	—	—	—
13,365	17,861	—	—	—
—	48	—	—	—
257,688	495,909	434	68	502
—	—	—	—	—
$ 257,688	$ 495,909	$ 434	$ 68	$ 502
$ 7,252	$ 12,000	$ —	$ —	$ —
—	15	—	—	—
6,459	17,309	—	—	—
1,477	6,544	—	—	—
3,263	12,132	—	—	—
18,451	48,000	—	—	—
—	—	—	—	—
13,416	17,941	—	—	—
225,821	421,068	434	68	502
—	8,951	—	—	—
—	(51)	—	—	—
239,237	447,909	434	68	502
$ 257,688	$ 495,909	$ 434	$ 68	$ 502

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Nonmajor Governmental Funds
Combining Balance Sheet
June 30, 2024
(in thousands)

		Capital	
Assets:	**Building**	**Capital Facilities Account**	**County School Facilities Bonds**
Cash in county treasury, in banks, and on hand	$ 7,533	$ 42,448	$ 5,932
Cash held by trustee	—	—	—
Investments	—	—	—
Lease receivable	70	—	—
Accounts receivable – net	—	5,980	32,237
Accrued interest receivable	89	457	379
Prepaids	—	—	—
Inventories	—	—	—
Other Assets	—	—	—
Total Assets	7,692	48,885	38,548
Deferred Outflows of Resources	—	—	—
Total Assets and Deferred Outflows of Resources	$ 7,692	$ 48,885	$ 38,548
Liabilities and Fund Balances:			
Vouchers and accounts payable	$ 356	$ 6,156	$ 48
Contracts payable	—	620	17
Accrued payroll	—	37	—
Other payables	214	1,681	480
Unearned revenue	—	—	—
Total Liabilities	570	8,494	545
Deferred Inflows of Resources	70	—	—
Fund Balances:			
Nonspendable	—	—	—
Restricted	—	40,391	38,003
Assigned	7,052	—	—
Unassigned	—	—	—
Total Fund Balances	7,052	40,391	38,003
Balances	$ 7,692	$ 48,885	$ 38,548

See accompanying independent auditors' report.

(Continued)

Projects

Special Reserve – Community Redevelopment Agency	Special Reserve	Special Reserve – FEMA – Earthquake	Special Reserve – FEMA – Hazard Mitigation	Total	Total Nonmajor Governmental Funds
$ 166,480	$ 41,142	$ 2,639	$ 564	$ 266,738	$ 637,676
—	422,642	—	—	422,642	422,671
—	—	—	—	—	13,735
—	2,084	—	—	2,154	2,154
—	433	—	—	38,650	128,347
1,940	480	30	8	3,383	7,418
—	—	—	—	—	68
—	—	—	—	—	17,861
—	—	—	—	—	48
168,420	466,781	2,669	572	733,567	1,229,978
—	—	—	—	—	—
$ 168,420	$ 466,781	$ 2,669	$ 572	$ 733,567	$ 1,229,978
$ —	$ 2,871	$ —	$ —	$ 9,431	$ 21,431
60	856	—	51	1,604	1,619
18	198	—	—	253	17,562
4	99	—	—	2,478	9,022
—	—	—	—	—	12,132
82	4,024	—	51	13,766	61,766
—	2,084	—	—	2,154	2,154
—	—	—	—	—	17,941
168,338	460,673	2,468	—	709,873	1,131,443
—	—	201	521	7,774	16,725
—	—	—	—	—	(51)
168,338	460,673	2,669	521	717,647	1,166,058
$ 168,420	$ 466,781	$ 2,669	$ 572	$ 733,567	$ 1,229,978

LOS ANGELES UNIFIED SCHOOL DISTRICT
Nonmajor Governmental Funds
Combining Statement of Revenues, Expenditures, and Changes in Fund Balances
Year Ended June 30, 2024
(in thousands)

	Special Revenue			
	Student Activity	**Adult Education**	**Child Development**	**Cafeteria**
Revenues:				
Federal revenues	$ —	$ 21,874	$ 12,372	$ 380,514
Other state revenues	—	146,612	303,265	129,001
Other local revenues	39,386	4,886	1,925	5,785
Total Revenues	39,386	173,372	317,562	515,300
Expenditures:				
Current:				
Certificated salaries	—	65,812	63,612	—
Classified salaries	—	22,625	71,871	152,973
Employee benefits	—	42,822	79,634	125,245
Books and supplies	31,274	7,435	5,768	172,252
Services and other operating expenditures	7,600	16,257	5,243	2,567
Capital outlay	173	1,781	1,222	175
Debt service – principal	—	465	104	—
Debt service – bond, COPs, and capital leases interest	—	13	2	—
Other outgo	—	1,618	—	—
Transfers of indirect costs – interfund	—	4,031	7,096	8,991
Total Expenditures	39,047	162,859	234,552	462,203
Excess (Deficiency) of Revenues Over (Under) Expenditures	339	10,513	83,010	53,097
Other Financing Sources (Uses):				
Transfers in	—	1	—	—
Transfers out	—	—	—	—
Payment to refunded COPs escrow agent	—	—	—	—
Premium on COPs issued	—	—	—	—
Proceeds from COPs issued	—	—	—	—
Total Other Financing Sources (Uses)	—	1	—	—
Net Changes in Fund Balances	339	10,514	83,010	53,097
Fund Balances, July 1, 2023	50,441	48,518	15,850	186,140
Fund Balances, June 30, 2024	$ 50,780	$ 59,032	$ 98,860	$ 239,237

See accompanying independent auditor's report.

(Continued)

Debt Service			
Total	Tax Override	Capital Services	Total
$ 414,760	$ —	$ —	$ —
578,878	—	—	—
51,982	18	259	277
1,045,620	18	259	277
129,424	—	—	—
247,469	—	—	—
247,701	—	—	—
216,729	—	—	—
31,667	—	—	—
3,351	—	—	—
569	—	10,540	10,540
15	—	14,494	14,494
1,618	—	—	—
20,118	—	—	—
898,661	—	25,034	25,034
146,959	18	(24,775)	(24,757)
1	—	25,024	25,024
—	—	—	—
—	—	(201)	(201)
—	—	—	—
—	—	—	—
1	—	24,823	24,823
146,960	18	48	66
300,949	416	20	436
$ 447,909	$ 434	$ 68	$ 502

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Nonmajor Governmental Funds
Combining Statement of Revenues, Expenditures, and Changes in Fund Balances
Year Ended June 30, 2024
(in thousands)

		Capital		
	Building	Capital Facilities Account	County School Facilities Bonds	Special Reserve – Community Redevelopment Agency
Revenues:				
Federal revenues	$ —	$ —	$ —	$ —
Other state revenues	—	—	86,890	—
Other local revenues	1,623	86,062	6,319	67,036
Total Revenues	1,623	86,062	93,209	67,036
Expenditures:				
Current:				
Certificated salaries	—	—	—	—
Classified salaries	1,075	770	—	229
Employee benefits	610	420	—	121
Books and supplies	445	39	—	—
Services and other operating expenditures	1,766	2,732	3	17
Capital outlay	24	83,062	37,655	57
Debt service – principal	—	—	—	—
Debt service – bond, COPs, and capital leases interest	—	—	—	—
Other outgo	—	—	—	—
Transfers of indirect costs – interfund	—	—	—	—
Total Expenditures	3,920	87,023	37,658	424
Excess (Deficiency) of Revenues Over (Under) Expenditures	(2,297)	(961)	55,551	66,612
Other Financing Sources (Uses):				
Transfers in	—	1,649	1	—
Transfers out	(56)	(1)	(105,556)	(30,000)
Payment to refunded COPs escrow agent	—	—	—	—
Premium on COPs issued	—	—	—	—
Proceeds from COPs issued	—	—	—	—
Total Other Financing Sources (Uses)	(56)	1,648	(105,555)	(30,000)
Net Changes in Fund Balances	(2,353)	687	(50,004)	36,612
Fund Balances, July 1, 2023	9,405	39,704	88,007	131,726
Fund Balances, June 30, 2024	$ 7,052	$ 40,391	$ 38,003	$ 168,338

See accompanying independent auditor's report.

(Continued)

Projects

Special Reserve	Special Reserve – FEMA – Earthquake	Special Reserve – FEMA – Hazard Mitigation	Total	Total Nonmajor Governmental Funds
$ 750	$ —	$ —	$ 750	$ 415,510
2,135	—	—	89,025	667,903
42,852	154	44	204,090	256,349
45,737	154	44	293,865	1,339,762
—	—	—	—	129,424
1,933	—	—	4,007	251,476
1,058	—	—	2,209	249,910
17	—	—	501	217,230
728	—	—	5,246	36,913
45,666	—	254	166,718	170,069
—	—	—	—	11,109
—	—	—	—	14,509
—	—	—	—	1,618
—	—	—	—	20,118
49,402	—	254	178,681	1,102,376
(3,665)	154	(210)	115,184	237,386
4	—	—	1,654	26,679
(7,129)	—	—	(142,742)	(142,742)
—	—	—	—	(201)
41,231	—	—	41,231	41,231
384,260	—	—	384,260	384,260
418,366	—	—	284,403	309,227
414,701	154	(210)	399,587	546,613
45,972	2,515	731	318,060	619,445
$ 460,673	$ 2,669	$ 521	$ 717,647	$ 1,166,058

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Revenue Funds
Combining Schedule of Revenues, Expenditures, and Changes in Fund Balances – Budget and Actual
Year Ended June 30, 2024
(in thousands)

	Student Activity Special Revenue			
	Budget			Variance with Final Budget – Favorable
	Original	Final	Actual	(Unfavorable)
Revenues:				
Federal revenues	$ —	$ —	$ —	$ —
Other state revenues	—	—	—	—
Other local revenues	24,314	24,314	39,386	15,072
Total Revenues	24,314	24,314	39,386	15,072
Expenditures:				
Current:				
Certificated salaries	—	—	—	—
Classified salaries	—	—	—	—
Employee benefits	—	—	—	—
Books and supplies	18,776	66,899	31,274	35,625
Services and other operating expenditures	5,031	7,630	7,600	30
Capital outlay	226	226	173	53
Debt Service – principal	—	—	—	—
Debt service – bond, COPs, and capital leases interest	—	—	—	—
Other outgo	—	—	—	—
Transfers of indirect costs – interfund	—	—	—	—
Total Expenditures	24,033	74,755	39,047	35,708
Excess (Deficiency) of Revenues Over (Under) Expenditures	281	(50,441)	339	50,780
Other Financing Sources (Uses):				
Transfers in	—	—	—	—
Transfers out	—	—	—	—
Total Other Financing Sources (Uses)	—	—	—	—
Net Changes in Fund Balances	281	(50,441)	339	50,780
Fund Balances, July 1, 2023	50,716	50,441	50,441	—
Fund Balances, June 30, 2024	$ 50,997	$ —	$ 50,780	$ 50,780

See accompanying independent auditor's report.

(Continued)

Adult Education				Child Development			
Budget			Variance with Final Budget – Favorable	Budget			Variance with Final Budget – Favorable
Original	Final	Actual	(Unfavorable)	Original	Final	Actual	(Unfavorable)
$ 19,726	$ 18,589	$ 21,874	$ 3,285	$ 13,054	$ 17,062	$ 12,372	$ (4,690)
140,294	146,689	146,612	(77)	184,894	258,258	303,265	45,007
1,530	2,050	4,886	2,836	2,673	2,918	1,925	(993)
161,550	167,328	173,372	6,044	200,621	278,238	317,562	39,324
63,218	73,136	65,812	7,324	49,285	64,073	63,612	461
20,578	25,082	22,625	2,457	72,469	74,875	71,871	3,004
41,312	49,781	42,822	6,959	72,118	80,096	79,634	462
21,674	21,688	7,435	14,253	4,541	6,054	5,768	286
15,794	19,562	16,257	3,305	1,159	6,128	5,243	885
—	3,717	1,781	1,936	—	1,500	1,222	278
—	487	465	22	—	104	104	—
—	13	13	—	—	96	2	94
—	1,618	1,618	—	—	—	—	—
3,989	5,185	4,031	1,154	6,851	7,189	7,096	93
166,565	200,269	162,859	37,410	206,423	240,115	234,552	5,563
(5,015)	(32,941)	10,513	43,454	(5,802)	38,123	83,010	44,887
—	1	1	—	1,500	3	—	(3)
—	(43)	—	43	—	—	—	—
—	(42)	1	43	1,500	3	—	(3)
(5,015)	(32,983)	10,514	43,497	(4,302)	38,126	83,010	44,884
42,312	48,518	48,518	—	4,101	15,850	15,850	—
$ 37,297	$ 15,535	$ 59,032	$ 43,497	$ (201)	$ 53,976	$ 98,860	$ 44,884

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Revenue Funds
Combining Schedule of Revenues, Expenditures, and Changes in Fund Balances – Budget and Actual
Year Ended June 30, 2024
(in thousands)

	Cafeteria			
	Budget			Variance with Final Budget – Favorable
	Original	Final	Actual	(Unfavorable)
Revenues:				
Federal revenues	$ 321,744	$ 380,340	$ 380,514	$ 174
Other state revenues	85,756	127,766	129,001	1,235
Other local revenues	1,897	4,855	5,785	930
Total Revenues	409,397	512,961	515,300	2,339
Expenditures:				
Current:				
Certificated salaries	—	—	—	—
Classified salaries	142,032	153,313	152,973	340
Employee benefits	129,293	126,613	125,245	1,368
Books and supplies	182,818	186,652	172,252	14,400
Services and other operating expenditures	5,847	4,186	2,567	1,619
Capital outlay	430	178	175	3
Debt Service – principal	—	—	—	—
Debt service – bond, COPs, and capital leases interest	—	—	—	—
Other outgo	—	—	—	—
Transfers of indirect costs – interfund	9,199	9,338	8,991	347
Total Expenditures	469,619	480,280	462,203	18,077
Excess (Deficiency) of Revenues Over (Under) Expenditures	(60,222)	32,681	53,097	20,416
Other Financing Sources (Uses):				
Transfers in	—	—	—	—
Transfers out	—	—	—	—
Total Other Financing Sources (Uses)	—	—	—	—
Net Changes in Fund Balances	(60,222)	32,681	53,097	20,416
Fund Balances, July 1, 2023	163,787	186,140	186,140	—
Fund Balances, June 30, 2024	$ 103,565	$ 218,821	$ 239,237	$ 20,416

See accompanying independent auditor's report.

(Continued)

Total			
Budget			Variance with Final Budget – Favorable (Unfavorable)
Original	Final	Actual	
$ 354,524	$ 415,991	$ 414,760	$ (1,231)
410,944	532,713	578,878	46,165
30,414	34,137	51,982	17,845
795,882	982,841	1,045,620	62,779
112,503	137,209	129,424	7,785
235,079	253,270	247,469	5,801
242,723	256,490	247,701	8,789
227,809	281,293	216,729	64,564
27,831	37,506	31,667	5,839
656	5,621	3,351	2,270
—	591	569	22
—	109	15	94
—	1,618	1,618	—
20,039	21,712	20,118	1,594
866,640	995,419	898,661	96,758
(70,758)	(12,578)	146,959	159,537
1,500	4	1	(3)
—	(43)	—	43
1,500	(39)	1	40
(69,258)	(12,617)	146,960	159,577
260,916	300,949	300,949	—
$ 191,658	$ 288,332	$ 447,909	$ 159,577

LOS ANGELES UNIFIED SCHOOL DISTRICT

Debt Service Funds

Combining Schedule of Revenues, Expenditures, and Changes in Fund Balances – Budget and Actual

Year Ended June 30, 2024

(in thousands)

	Tax Override			
	Budget			Variance with Final Budget – Favorable
	Original	Final	Actual	(Unfavorable)
Revenues:				
Other local revenues	$ —	$ —	$ 18	$ 18
Total Revenues	—	—	18	18
Expenditures:				
Debt service – principal	—	—	—	—
Debt service – bond, COPs, and capital leases interest	—	—	—	—
Total Expenditures	—	—	—	—
Excess (Deficiency) of Revenues Over (Under) Expenditures	—	—	18	18
Other Financing Sources (Uses):				
Transfers in	—	—	—	—
Transfers out	—	—	—	—
Payment to refunded COPs escrow agent	—	—	—	—
Total Other Financing Sources (Uses)	—	—	—	—
Net Changes in Fund Balances	—	—	18	18
Fund Balances, July 1, 2023	405	416	416	—
Fund Balances, June 30, 2024	$ 405	$ 416	$ 434	$ 18

See accompanying independent auditor's report.

(Continued)

Capital Services				Total			
Budget			Variance with Final Budget – Favorable	Budget			Variance with Final Budget – Favorable
Original	Final	Actual	(Unfavorable)	Original	Final	Actual	(Unfavorable)
$ —	$ 202	$ 259	$ 57	$ —	$ 202	$ 277	$ 75
—	202	259	57	—	202	277	75
10,540	10,541	10,540	1	10,540	10,541	10,540	1
15,152	14,495	14,494	1	15,152	14,495	14,494	1
25,692	25,036	25,034	2	25,692	25,036	25,034	2
(25,692)	(24,834)	(24,775)	59	(25,692)	(24,834)	(24,757)	77
25,691	25,026	25,024	(2)	25,691	25,026	25,024	(2)
—	—	—	—	—	—	—	—
—	(201)	(201)	—	—	(201)	(201)	—
25,691	24,825	24,823	(2)	25,691	24,825	24,823	(2)
(1)	(9)	48	57	(1)	(9)	66	75
17	20	20	—	422	436	436	—
$ 16	$ 11	$ 68	$ 57	$ 421	$ 427	$ 502	$ 75

LOS ANGELES UNIFIED SCHOOL DISTRICT

Capital Projects Funds

Combining Schedule of Revenues, Expenditures, and Changes in Fund Balances – Budget and Actual

Year Ended June 30, 2024

(in thousands)

	Building			
	Budget			Variance with Final Budget – Favorable (Unfavorable)
	Original	Final	Actual	
Revenues:				
Federal revenues	$ —	$ —	$ —	$ —
Other state revenues	—	—	—	—
Other local revenues	1,121	1,215	1,623	408
Total Revenues	1,121	1,215	1,623	408
Expenditures:				
Current:				
Classified salaries	709	1,083	1,075	8
Employee benefits	433	612	610	2
Books and supplies	—	453	445	8
Services and other operating expenditures	—	1,766	1,766	—
Capital outlay	370	1,059	24	1,035
Total Expenditures	1,512	4,973	3,920	1,053
Excess (Deficiency) of Revenues Over (Under) Expenditures	(391)	(3,758)	(2,297)	1,461
Other Financing Sources (Uses):				
Transfers in	—	—	—	—
Transfers out	—	(56)	(56)	—
Premium on COPs issued	—	—	—	—
Proceeds from COPs issued	—	—	—	—
Total Other Financing Sources (Uses)	—	(56)	(56)	—
Net Changes in Fund Balances	(391)	(3,814)	(2,353)	1,461
Fund Balances, July 1, 2023	9,888	9,405	9,405	—
Fund Balances, June 30, 2024	$ 9,497	$ 5,591	$ 7,052	$ 1,461

See accompanying independent auditor's report.

(Continued)

Capital Facilities Account

Budget			Variance with Final Budget – Favorable
Original	**Final**	**Actual**	**(Unfavorable)**
$ —	$ —	$ —	$ —
—	—	—	—
112,130	112,130	86,062	(26,068)
112,130	112,130	86,062	(26,068)
659	907	770	137
331	475	420	55
87	73	39	34
31,478	15,633	2,732	12,901
91,419	83,062	83,062	—
123,974	100,150	87,023	13,127
(11,844)	11,980	(961)	(12,941)
—	1,649	1,649	—
—	(1)	(1)	—
—	—	—	—
—	—	—	—
—	1,648	1,648	—
(11,844)	13,628	687	(12,941)
65,175	39,704	39,704	—
$ 53,331	$ 53,332	$ 40,391	$ (12,941)

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT

Capital Projects Funds

Combining Schedule of Revenues, Expenditures, and Changes in Fund Balances – Budget and Actual

Year Ended June 30, 2024

(in thousands)

	County School Facilities Bonds			
	Budget			Variance with Final Budget – Favorable (Unfavorable)
	Original	Final	Actual	
Revenues:				
Federal revenues	$ —	$ —	$ —	$ —
Other state revenues	107,318	111,777	86,890	(24,887)
Other local revenues	4,228	4,228	6,319	2,091
Total Revenues	111,546	116,005	93,209	(22,796)
Expenditures:				
Current:				
Classified salaries	—	12	—	12
Employee benefits	—	4	—	4
Books and supplies	—	—	—	—
Services and other operating expenditures	—	12,925	3	12,922
Capital outlay	126,638	38,137	37,655	482
Total Expenditures	126,638	51,078	37,658	13,420
Excess (Deficiency) of Revenues Over (Under) Expenditures	(15,092)	64,927	55,551	(9,376)
Other Financing Sources (Uses):				
Transfers in	—	1	1	—
Transfers out	—	(105,556)	(105,556)	—
Premium on COPs issued	—	—	—	—
Proceeds from COPs issued	—	—	—	—
Total Other Financing Sources (Uses)	—	(105,555)	(105,555)	—
Net Changes in Fund Balances	(15,092)	(40,628)	(50,004)	(9,376)
Fund Balances, July 1, 2023	172,470	88,007	88,007	—
Fund Balances, June 30, 2024	$ 157,378	$ 47,379	$ 38,003	$ (9,376)

See accompanying independent auditor's report.

(Continued)

Special Reserve – Community Redevelopment Agency				Special Reserve			
Budget			Variance with Final Budget – Favorable	Budget			Variance with Final Budget – Favorable
Original	Final	Actual	(Unfavorable)	Original	Final	Actual	(Unfavorable)
$ —	$ —	$ —	$ —	$ —	$ 715	$ 750	$ 35
—	—	—	—	—	2,135	2,135	—
60,362	60,362	67,036	6,674	13,345	13,347	42,852	29,505
60,362	60,362	67,036	6,674	13,345	16,197	45,737	29,540
243	256	229	27	—	3,883	1,933	1,950
114	126	121	5	—	2,016	1,058	958
196	194	—	194	—	324,076	17	324,059
21,352	9,883	17	9,866	—	91,038	728	90,310
(13,606)	551	57	494	32,239	45,666	45,666	—
8,299	11,010	424	10,586	32,239	466,679	49,402	417,277
52,063	49,352	66,612	17,260	(18,894)	(450,482)	(3,665)	446,817
—	—	—	—	—	4	4	—
(30,000)	(30,000)	(30,000)	—	—	(7,129)	(7,129)	—
—	—	—	—	—	41,231	41,231	—
—	—	—	—	—	384,260	384,260	—
(30,000)	(30,000)	(30,000)	—	—	418,366	418,366	—
22,063	19,352	36,612	17,260	(18,894)	(32,116)	414,701	446,817
129,014	131,726	131,726	—	32,750	45,972	45,972	—
$ 151,077	$ 151,078	$ 168,338	$ 17,260	$ 13,856	$ 13,856	$ 460,673	$ 446,817

(Continued)

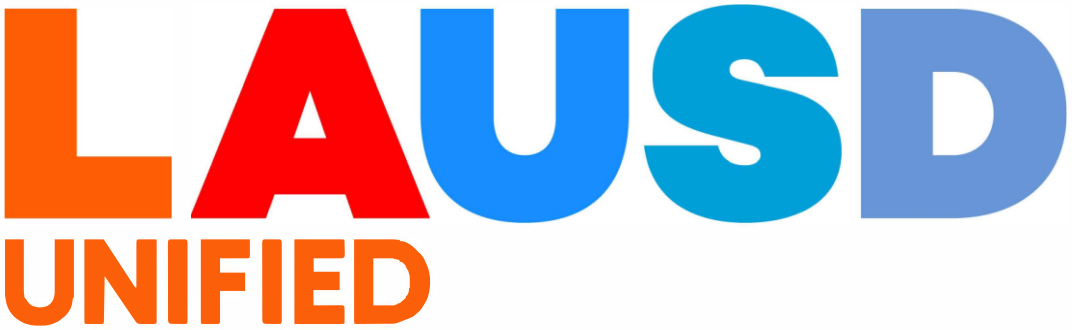
LOS ANGELES UNIFIED SCHOOL DISTRICT
Capital Projects Funds
Combining Schedule of Revenues, Expenditures, and Changes in Fund Balances – Budget and Actual
Year Ended June 30, 2024
(in thousands)

	Special Reserve – FEMA – Earthquake			
	Budget			Variance with Final Budget – Favorable
	Original	Final	Actual	(Unfavorable)
Revenues:				
Federal revenues	$ —	$ —	$ —	$ —
Other state revenues	—	—	—	—
Other local revenues	—	—	154	154
Total Revenues	—	—	154	154
Expenditures:				
Current:				
Classified salaries	—	—	—	—
Employee benefits	—	—	—	—
Books and supplies	—	—	—	—
Services and other operating expenditures	—	—	—	—
Capital outlay	2,325	2,306	—	2,306
Total Expenditures	2,325	2,306	—	2,306
Excess (Deficiency) of Revenues Over (Under) Expenditures	(2,325)	(2,306)	154	2,460
Other Financing Sources (Uses):				
Transfers in	—	—	—	—
Transfers out	—	—	—	—
Premium on COPs issued	—	—	—	—
Proceeds from COPs issued	—	—	—	—
Total Other Financing Sources (Uses)	—	—	—	—
Net Changes in Fund Balances	(2,325)	(2,306)	154	2,460
Fund Balances, July 1, 2023	2,533	2,515	2,515	—
Fund Balances, June 30, 2024	$ 208	$ 209	$ 2,669	$ 2,460

See accompanying independent auditor's report.

(Continued)

Special Reserve – FEMA – Hazard Mitigation				Total			
Budget			Variance with Final Budget – Favorable	Budget			Variance with Final Budget – Favorable
Original	Final	Actual	(Unfavorable)	Original	Final	Actual	(Unfavorable)
$ —	$ —	$ —	$ —	$ —	$ 715	$ 750	$ 35
—	—	—	—	107,318	113,912	89,025	(24,887)
—	—	44	44	191,186	191,282	204,090	12,808
—	—	44	44	298,504	305,909	293,865	(12,044)
—	2	—	2	1,611	6,143	4,007	2,136
—	1	—	1	878	3,234	2,209	1,025
—	—	—	—	283	324,796	501	324,295
—	315	—	315	52,830	131,560	5,246	126,314
—	413	254	159	239,385	171,194	166,718	4,476
—	731	254	477	294,987	636,927	178,681	458,246
—	(731)	(210)	521	3,517	(331,018)	115,184	446,202
—	—	—	—	—	1,654	1,654	—
—	—	—	—	(30,000)	(142,742)	(142,742)	—
—	—	—	—	—	41,231	41,231	—
—	—	—	—	—	384,260	384,260	—
—	—	—	—	(30,000)	284,403	284,403	—
—	(731)	(210)	521	(26,483)	(46,615)	399,587	446,202
2,167	731	731	—	413,997	318,060	318,060	—
$ 2,167	$ —	$ 521	$ 521	$ 387,514	$ 271,445	$ 717,647	$ 446,202


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LOS ANGELES UNIFIED SCHOOL DISTRICT

Internal Service Funds

The Health and Welfare Benefits Fund was established pursuant to Education Code 39602 to pay for claims, administrative costs, insurance premiums, and related expenditures for the District's Health and Welfare Benefits program. Medical and dental claims for the self-insured portion of the Fund are administered by outside claims administrators. Premium payments to health maintenance organizations for medical benefits and to outside carriers for vision services, dental services, and optional life insurance are also paid out of this Fund.

The Workers' Compensation Self-Insurance Fund was established pursuant to Education Code 39602 to pay for claims, excess insurance coverage, administrative costs, and related expenditures. Workers' compensation claims are administered for the District by an outside claims administrator.

The Liability Self-Insurance Fund was established pursuant to Education Code 39602 to pay claims, excess insurance coverage, administrative costs and related expenditures, and to provide funds for insurance deductible amounts. Liability claims are administered for the District by an outside claims administrator.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Internal Service Funds
Combining Statement of Net Position
June 30, 2024
(in thousands)

	Health and Welfare Benefits	Workers' Compensation Self-Insurance	Liability Self-Insurance	Total
Assets:				
Cash in county treasury, in banks, and on hand	$ 3,099	$ 709,203	$ 346,168	$ 1,058,470
Accounts receivable – net	62,939	—	—	62,939
Accrued interest and dividends receivable	718	7,775	1,755	10,248
Prepaids	13,911	—	—	13,911
Other assets	6,165	—	—	6,165
Total Assets	86,832	716,978	347,923	1,151,733
Deferred Outflows of Resources	3,191	1,651	3,068	7,910
Liabilities:				
Current:				
Vouchers and accounts payable	8,859	1,446	6,499	16,804
Accrued payroll	338	211	508	1,057
Other payables	10,122	1,445	8,219	19,786
Due to other funds	30,000	—	—	30,000
Estimated liability for self-insurance claims	30,694	99,402	250,144	380,240
Total Current Liabilities	80,013	102,504	265,370	447,887
Noncurrent:				
Estimated liability for self-insurance claims	—	257,657	475,255	732,912
Net other postemployment benefits liability	4,598	2,380	3,859	10,837
Net pension liability	4,790	2,479	4,839	12,108
Total Noncurrent Liabilities	9,388	262,516	483,953	755,857
Total Liabilities	89,401	365,020	749,323	1,203,744
Deferred Inflows of Resources	2,661	1,377	2,354	6,392
Total Net Position – Unrestricted	$ (2,039)	$ 352,232	$ (400,686)	$ (50,493)

See accompanying independent auditor's report.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Internal Service Funds
Combining Statement of Revenues, Expenses, and Changes in Fund Net Position
Year Ended June 30, 2024
(in thousands)

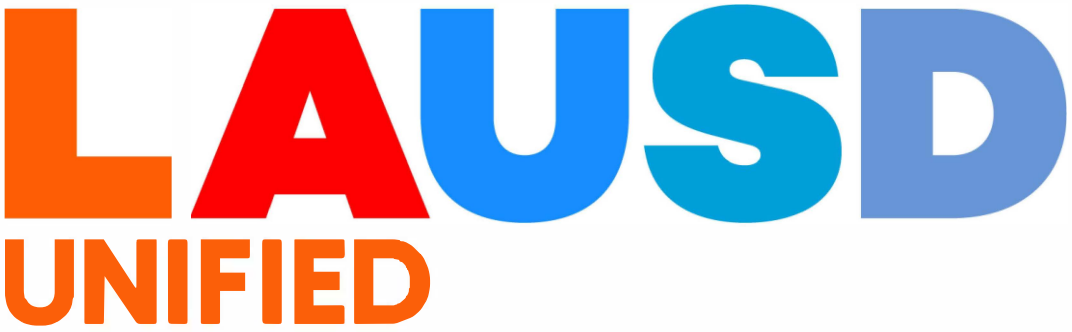
	Health and Welfare Benefits	Workers' Compensation Self-Insurance	Liability Self-Insurance	Total
Operating Revenues:				
In-District premiums	$ 1,152,373	$ 143,483	$ 211,110	$ 1,506,966
Others	11,950	—	—	11,950
Total Operating Revenues	1,164,323	143,483	211,110	1,518,916
Operating Expenses:				
Classified salaries	2,983	1,496	3,584	8,063
Employee benefits	1,368	599	2,235	4,202
Supplies	284	23	10	317
Premiums and claims expenses	1,273,313	86,038	592,285	1,951,636
Claims administration	3,648	11,310	761	15,719
Other contracted services	1,028	468	18	1,514
Total Operating Expenses	1,282,624	99,934	598,893	1,981,451
Operating Income (Loss)	(118,301)	43,549	(387,783)	(462,535)
Nonoperating Revenues (Expenses):				
Investment income	8,405	32,347	4,730	45,482
Miscellaneous expense	—	(49)	—	(49)
Total Nonoperating Revenues	8,405	32,298	4,730	45,433
Income (Loss) before Transfers	(109,896)	75,847	(383,053)	(417,102)
Changes in Net Position	(109,896)	75,847	(383,053)	(417,102)
Total Net Position, July 1, 2023	107,857	276,385	(17,633)	366,609
Total Net Position, June 30, 2024	$ (2,039)	$ 352,232	$ (400,686)	$ (50,493)

See accompanying independent auditor's report.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Internal Service Funds
Combining Statement of Cash Flows
Year Ended June 30, 2024
(in thousands)

	Health and Welfare Benefits	Workers' Compensation Self-Insurance	Liability Self-Insurance	Total
Cash Flows from Operating Activities:				
Cash payments to employees for services	$ (4,960)	$ (2,604)	$ (5,395)	$ (12,959)
Cash payments for goods and services	(1,278,648)	(98,301)	(132,990)	(1,509,939)
Receipts from assessment to other funds	1,152,373	143,483	211,110	1,506,966
Other operating revenue	11,950	—	—	11,950
Cash Provided (Used) by Operating Activities	(119,285)	42,578	72,725	(3,982)
Cash Flows from Non-Capital Financing Activities:				
Loan from other funds	30,000	—	—	30,000
Cash Used by Non-Capital Financing Activities	30,000	—	—	30,000
Cash Flows from Investing Activities:				
Earnings on investments	8,501	31,088	4,869	44,458
Net Cash Provided by Investing Activities	8,501	31,088	4,869	44,458
Net Increase (Decrease) in Cash and Cash Equivalents	(80,784)	73,666	77,594	70,476
Cash and Cash Equivalents, July 1	83,883	635,537	268,574	987,994
Cash and Cash Equivalents, June 30	$ 3,099	$ 709,203	$ 346,168	$ 1,058,470
Reconciliation of Operating Income (Loss) to Net Cash Provided (Used) by Operating Activities:				
Operating Income (Loss)	$ (118,301)	$ 43,549	$ (387,783)	$ (462,535)
Adjustments to reconcile operating income (loss) to net cash provided (used) by operating activities:				
Net increase in pension and other postemployment benefits expense from actuarial valuation	(378)	(409)	494	(293)
Change in Assets: Decrease (Increase)				
Accounts receivable	(2,017)	—	—	(2,017)
Prepaids	(277)	6	—	(271)
Other assets	(1,390)	—	—	(1,390)
Change in Liabilities: Increase (Decrease)				
Vouchers and accounts payable	734	518	6,357	7,609
Accrued payroll	(230)	(100)	(70)	(400)
Other payables	(6,377)	1,104	4,039	(1,234)
Estimated liability for self-insurance claims – current	8,951	9,001	129,987	147,939
Estimated liability for self-insurance claims – noncurrent	—	(11,091)	319,701	308,610
Total Adjustments	(984)	(971)	460,508	458,553
Net Cash Provided (Used) by Operating Activities	$ (119,285)	$ 42,578	$ 72,725	$ (3,982)

See accompanying independent auditor's report.


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SUPPLEMENTARY INFORMATION

LOS ANGELES UNIFIED SCHOOL DISTRICT

Assessed Value of Taxable Property
Last Ten Fiscal Years
(in thousands)
(Unaudited)

Fiscal Year	Secured*	Unsecured*	Total Assessed Value	Total District Tax Rates	Increase (Decrease) Over Preceding Year Amount	Increase (Decrease) Over Preceding Year Rate	Total A.D.A.**	Assessed Value per Unit of A.D.A.
2014-2015	$ 510,371,502	$ 22,562,705	$ 532,934,207	1.146881	$ 29,256,287	5.81	516,229	$ 1,032
2015-2016	546,807,059	23,362,405	570,169,464	1.129709	37,235,257	6.99	503,367	1,133
2016-2017	581,473,213	24,495,794	605,969,007	1.131096	35,799,543	6.28	491,856	1,232
2017-2018	619,162,082	25,342,665	644,504,747	1.122192	38,535,740	6.36	478,591	1,347
2018-2019	665,355,078	27,377,547	692,732,625	1.123226	48,227,878	7.48	454,010	1,526
2019-2020	710,954,606	28,442,486	739,397,092	1.125520	46,664,467	6.74	454,905 [acd]	1,625 [a]
2020-2021	759,004,740	28,679,271	787,684,011	1.139929	48,286,919	6.53	454,905 [bd]	1,732 [b]
2021-2022	790,822,215	27,581,052	818,403,267	1.113228	30,719,256	3.90	380,709	2,150
2022-2023	848,435,713	29,196,328	877,632,041	1.121072	59,228,774	7.24	384,010	2,285
2023-2024	898,345,149	31,634,928	929,980,077	1.124219	52,348,036	5.96	381,289	2,439

* Source: Los Angeles County Auditor-Controller "Taxpayers' Guide." Taxes which constitute a lien on real property are referred to as "secured".

Almost all real property taxes are secured. Most personal property taxes are "unsecured." Some taxes on personal property may also be secured to the real property of the assessee, upon request and subject to certain conditions.

** Source: A.D.A. – Average Daily Attendance, Annual Report

[a] Condensed reporting period. Due to the COVID-19 pandemic, the California Department of Education reduced the school year for ADA purposes and included only the full school months that ended on or before February 29, 2020.

[b] To ensure funding stability in light of the COVID-19 pandemic, the 2020-21 State Budget included a hold-harmless provision for the purpose of calculating apportionments in fiscal year 2020-21. The provision provided that apportionment be based on fiscal year 2019-20 ADA. As a result, ADA reported is the same as prior year.

[c] Adjusted for fiscal year 2019-20 audit finding.

[d] The data presented is based on the latest ADA information submitted to CDE for school year 2019-20. During fiscal year 2020-21, CDE credited additional ADA to the District for the closure of two independent charter school, Excelencia Charter Academy and Animo College Preparatory Academy. The ADA credits for these two schools which closed on 6/30/2020, totaling 86.54 and 343.72 for K-3 and 9-12, respectively, are not included in the above table.

See accompanying independent auditor's report.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Largest 2023-24 Local Secured Taxpayers [1]
Current Year and Nine Years Ago
(in thousands)
(Unaudited)

2024				2015			
Rank	**Property Owner**	**Assessed Valuation**	**% of Total [2]**	**Rank**	**Property Owner**	**Assessed Valuation**	**% of Total [3]**
1	Universal Studios LLC	$ 3,119,828	0.35%	1	Douglas Emmett LLC	$ 2,480,014	0.49%
2	Douglas Emmett LLC	2,976,973	0.33%	2	Universal Studios LLC	1,917,592	0.38%
3	Essex Portfolio LP	2,702,865	0.30%	3	Anheuser Busch Inc.	850,273	0.17%
4	Rexford Industrial Realty LP	2,285,203	0.25%	4	Donald T. Sterling	736,409	0.14%
5	Century City Mall LLC	1,110,574	0.12%	5	BRE Properties Inc.	615,459	0.12%
6	Next Century Partners LLC	1,097,659	0.12%	6	One Hundred Towers LLC	608,019	0.12%
7	FSP South Flower Street	1,003,714	0.11%	7	Tishman Speyer Archstone Smith	573,604	0.11%
8	CJDB LLC	967,010	0.11%	8	Paramount Pictures Corp.	536,612	0.11%
9	Rochelle H. Sterling	898,095	0.10%	9	Olympic and Georgia Partners LLC	524,838	0.10%
10	Hanjin International Corp.	891,027	0.10%	10	Duesenberg Investment Company	510,012	0.10%
11	Anheuser Busch Commercial	843,163	0.09%	11	Century City Mall LLC	502,013	0.10%
12	One Hundred Towers LLC	715,390	0.08%	12	LA Live Properties LLC	490,311	0.10%
13	Trizec 333 LA LLC	701,019	0.08%	13	Taubman Beverly Center	479,464	0.09%
14	Onni Wilshire Courtyard LLC	673,343	0.07%	14	Casden Park La Brea LLC	469,531	0.09%
15	Maguire Partners 355 S. Grand LLC	655,597	0.07%	15	Trizec 333 LA LLC	468,870	0.09%
16	BRE HH Property Owner LLC	650,561	0.07%	16	Westfield Topanga Owner LP	463,297	0.09%
17	Olympic and Georgia Partners LLC	625,520	0.07%	17	Wilshire Courtyard LP	422,409	0.08%
18	Tishman Speyer Archstone Smith	623,996	0.07%	18	Twentieth Century Fox Film Corp.	395,962	0.08%
19	LA Live Properties LLC	582,532	0.06%	19	Tyjade Ranch LLC	394,238	0.08%
20	Maguire Properties 555 W. Fifth	574,760	0.06%	20	Trizec 601 Figueroa LLC	379,372	0.07%
		$ 23,698,829	**2.61%**			**$ 13,818,299**	**2.71%**

(1) Excludes taxpayers with values derived from mineral rights or a possessory interest. Historically, among the top 10 taxpayers within the District are landowners with primary land use of oil and gas production, including Marathon Petroleum Corporation, Phillips 66 Company and Valero Energy Corporation, which are not reflected in the table above.

(2) 2023-24 Local Secured Assessed Valuation: $898,233,957

(3) 2014-15 Local Secured Assessed Valuaton: $510,242,136

LOS ANGELES UNIFIED SCHOOL DISTRICT

Property Tax Levies and Collections
Last Ten Fiscal Years
(in thousands)
(Unaudited)

Fiscal Year	Total Tax Levy	ERAF Funds [1]	Current Tax Collections	Percent of Current Taxes Collected	Delinquent Tax Collections [2]	Total Tax Collections	Ratio of Total Tax Collections to Total Tax Levy
2014-2015	$ 1,779,935	$ 35,339	$ 1,798,657	99.08%	$ 38,226	$ 1,836,883	101.19%
2015-2016	1,799,477	171,532	1,959,111	99.40	31,529	1,990,640	101.00
2016-2017	1,904,567	232,966	2,107,292	98.59	25,977	2,133,269	99.80
2017-2018	1,985,501	255,167	2,184,304	97.48	49,404	2,233,708	99.69
2018-2019	2,134,918	234,519	2,347,069	99.06	61,128	2,408,197	101.64
2019-2020	2,305,773	216,281	2,467,267	97.83	40,975	2,508,242	99.45
2020-2021	2,564,883	256,204	2,756,243	97.70	66,318	2,822,562	100.05
2021-2022	2,440,344	246,520	2,588,512	96.34	78,480	2,666,992	99.26
2022-2023	2,670,569	298,516	2,916,949	98.24	124,633	3,041,582	102.44
2023-2024	2,873,873	288,669	3,099,401	98.00	65,920	3,165,321	100.09

[1] Educational Revenue Augmentation Funds (ERAF) are added to tax levies received by the District.

[2] Includes prior years' delinquencies. The Auditor-Controller has determined that they cannot provide delinquent tax information by levy year.

See accompanying independent auditor's report.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Instructional Time Offered

Year Ended June 30, 2024

Non-Charter Schools Grade Level	Minutes Requirements	2023-24 Actual Minutes Offered [3]	Actual Number of Instructional Days	Credited Instructional Day [2]	Number of Instructional Days Offered [2]	Complied with Instructional Minutes Provisions	Complied with Instructional Days Provisions
Kindergarten	36,000	56,029	182	1	183	Yes	Yes
Grades 1 to 3	50,400	56,029	182	1	183	Yes	Yes
Grades 4 to 6 [1]	54,000	56,029	182	1	183	Yes	Yes
Grades 7 to 8	54,000	66,449	182	1	183	Yes	Yes
Grades 9 to 12	64,800	66,449	182	1	183	Yes	Yes

Affiliated Charter Schools Grade Level	Minutes Requirements	2023-24 Actual Minimum Minutes Offered [4]	Actual Number of Instructional Days	Number of Instructional Days Offered	Complied with Instructional Minutes Provisions	Complied with Instructional Days Provisions
Kindergarten	36,000	55,746	182	182	Yes	Yes
Grades 1 to 3	50,400	55,746	182	182	Yes	Yes
Grades 4 to 6 [1]	54,000	55,746	182	182	Yes	Yes
Grades 7 to 8	54,000	66,066	182	182	Yes	Yes
Grades 9 to 12	64,800	66,066	182	182	Yes	Yes

(1) Elementary schools only.

(2) All LAUSD schools, including affiliated charter schools, had a one day emergency closure in August 2023. LAUSD submitted a J-13A for this closure for non-charter schools in order to confirm compliance with the penalty waiver provision to offer 183 instructional days for the 2023-24 and 2024-25 school years. LAUSD received approval for the J-13A in November 2024.

(3) Julie Korenstein Elementary offered 56,029 instructional minutes; all other elementary schools offered at least 56,069 minutes. All middle and high schools offered a minimum of 66,449 minutes.

(4) Annual instructional minutes of affiliated charter schools reflect a reduced offering due to the one day emergency closure. These are the minimum minutes offered by the affiliated charter schools for the grade spans indicated.

Note: LAUSD received incentive funding for increasing instructional time pursuant to the Longer Year/Longer Instructional Day.

See accompanying independent auditor's report and notes to supplementary information.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Average Daily Attendance

Year Ended June 30, 2024

	Second Period Report	Annual Report	Audited Second Period Report*	Audited Annual Report*
District				
Kindergarten-Grade 3	113,096.25	113,844.94	113,070.59	113,820.95
Grades 4-6	81,486.66	81,611.88	81,486.04	81,611.39
Grades 7-8	49,052.35	49,019.23	49,050.02	49,016.98
Grades 9-12	101,584.89	100,862.38	101,584.58	100,862.14
Total District	345,220.15	345,338.43	345,191.23	345,311.46
County				
Kindergarten-Grade 3	0.00	0.00	0.00	0.00
Grades 4-6	0.00	0.00	0.00	0.00
Grades 7-8	2.62	2.87	2.62	2.87
Grades 9-12	361.32	360.61	361.32	360.61
Total County	363.94	363.48	363.94	363.48
Affiliated Charter Schools				
Kindergarten-Grade 3	11,968.92	11,997.20	11,967.11	11,995.56
Grades 4-6	8,331.65	8,317.16	8,331.65	8,317.16
Grades 7-8	5,499.44	5,470.49	5,499.44	5,470.49
Grades 9-12	9,889.28	9,801.83	9,889.28	9,801.83
Total Affiliated Charter Schools	35,689.29	35,586.68	35,687.48	35,585.04
Total Average Daily Attendance	381,273.38	381,288.59	381,242.65	381,259.98

See accompanying independent auditor's report and notes to supplementary information.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Average Daily Attendance
Annual Report
Last Ten Fiscal Years
(Unaudited)

	2014-2015	2015-2016	2016-2017	2017-2018
District:				
Kindergarten-Grade 3	163,499.69	158,998.06	155,262.38	149,197.07
Grades 4-6	112,259.91	111,544.08	109,051.67	107,018.53
Grades 7-8	68,537.63	65,595.68	64,118.24	62,336.66
Grades 9-12	131,352.82	127,103.24	121,861.09	119,450.52
Total District	475,650.05	463,241.06	450,293.38	438,002.78
County:				
Kindergarten-Grade 3	0.00	0.00	0.00	0.00
Grades 4-6	1.38	1.23	0.00	0.00
Grades 7-8	5.12	3.18	2.71	2.42
Grades 9-12	628.23	489.84	417.13	354.29
Total County	634.73	494.25	419.84	356.71
Affiliated Charter Schools:				
Kindergarten-Grade 3	15,913.38	15,866.33	15,792.20	15,305.84
Grades 4-6	10,505.83	10,545.58	10,552.33	10,481.51
Grades 7-8	6,070.36	6,000.47	6,037.96	5,923.43
Grades 9-12	7,454.27	7,219.75	8,760.14	8,521.18
Total Affiliated Charter Schools	39,943.84	39,632.13	41,142.63	40,231.96
Total Average Daily Attendance	516,228.62	503,367.44	491,855.85	478,591.45

[a] The District's 2022-2023 ADA is updated to reflect additional attendance data reported in Regular ADA and Nonpublic School ADA. It was also reduced for the following audit findings: S-2023-001, S-2023-003, S-2023-004, and S-2023-009.

[b] The Affiliated Charter Schools' 2022-2023 ADA is updated to reflect reduction in ADA due to audit findings for Kenter Canyon Elementary Charter (S-2023-009) and University High School Charter (S-2023-012).

See accompanying independent auditor's report and notes to supplementary information.

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT

Average Daily Attendance
Annual Report
Last Ten Fiscal Years
(Unaudited)

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
141,934.03	139,028.46	139,028.46	111,075.81	113,587.76 [a]	113,844.94
100,538.16	99,037.56	99,037.56	82,974.91	83,254.76 [a]	81,611.88
60,529.29	60,142.80	60,142.80	49,804.14	49,026.74 [a]	49,019.23
111,755.74	115,393.98	115,393.98	101,703.61	102,786.71 [a]	100,862.38
414,757.22	413,602.80	413,602.80	345,558.47	348,655.97 [a]	345,338.43
0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.19	0.00
3.70	2.14	2.14	1.79	1.27	2.87
339.53	359.98	359.98	335.28	348.76	360.61
343.23	362.12	362.12	337.07	350.22	363.48
13,313.03	13,473.52	13,473.52	11,198.11	11,723.47 [b]	11,997.20
9,222.72	9,714.50	9,714.50	8,254.14	8,298.40	8,317.16
5,770.32	6,925.51	6,925.51	5,887.65	5,749.23	5,470.49
10,603.83	10,826.92	10,826.92	9,702.86	9,694.05 [b]	9,801.83
38,909.90	40,940.45	40,940.45	35,042.76	35,465.15	35,586.68
454,010.35	454,905.37	454,905.37	380,938.30	384,471.34	381,288.59

[a] The District's 2022-2023 ADA is updated to reflect additional attendance data reported in Regular ADA and Nonpublic School ADA. It was also reduced for the following audit findings: S-2023-001, S-2023-003, S-2023-004, and S-2023-009.

[b] The Affiliated Charter Schools' 2022-2023 ADA is updated to reflect reduction in ADA due to audit findings for Kenter Canyon Elementary Charter (S-2023-009) and University High School Charter (S-2023-012).

See accompanying independent auditor's report and notes to supplementary information.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Average Daily Attendance – Affiliated Charter Schools

Year Ended June 30, 2024

	Name of Affiliated Charter School	CDS Code	TK/K to Grade 3 ADA			
			Total		Classroom-based	
			Second Period Report	Annual Report	Second Period Report	Annual Report
1	Alfred B. Nobel Charter Middle School	19 64733 6061543	0.00	0.00	0.00	0.00
2	Beckford Charter for Enriched Studies	19 64733 6015986	398.41	398.80	398.41	398.80
3	Calabash Charter Academy	19 64733 6016240	271.19	272.22	271.19	272.22
4	Calvert Charter for Enriched Studies	19 64733 6016265	199.74	198.96	199.74	198.96
5	Canyon Charter Elementary School	19 64733 6016323	242.10	242.68	242.10	242.68
6	Carpenter Community Charter School	19 64733 6016356	536.70	538.04	536.70	538.04
7	Castlebay Lane Charter School	19 64733 6071435	404.34	405.62	404.34	405.62
8	Chatsworth Charter High School	19 64733 1931708	0.00	0.00	0.00	0.00
9	Colfax Charter Elementary School	19 64733 6016562	491.85	491.98	491.85	491.98
10	Community Magnet Charter Elementary School	19 64733 6094726	267.96	268.16	267.96	268.16
11	Dearborn Elementary Charter Academy	19 64733 6016729	342.87	343.18	342.87	343.18
12	Dixie Canyon Community Charter School	19 64733 6016778	427.10	427.69	427.10	427.69
13	Dr. Theodore T. Alexander Jr. Science Center	19 64733 0102491	387.94	386.96	387.94	386.96
14	El Oro Way Charter For Enriched Studies	19 64733 6016869	277.77	278.86	277.77	278.86
15	Emerson Community Charter School	19 64733 6057988	0.00	0.00	0.00	0.00
16	Enadia Way Technology Charter	19 64733 0117036	120.35	120.56	120.35	120.56
17	Encino Charter Elementary School	19 64733 6016935	370.86	370.60	370.86	370.60
18	Gaspar de Portola Charter Middle	19 64733 6061584	0.00	0.00	0.00	0.00
19	George Ellery Hale Charter Academy	19 64733 6061477	0.00	0.00	0.00	0.00
20	Grover Cleveland Charter High School	19 64733 1931864	0.00	0.00	0.00	0.00
21	Hamlin Charter Academy	19 64733 6017438	189.50	190.33	189.50	190.33
22	Haynes Charter For Enriched Studies	19 64733 6017529	251.82	253.69	251.82	253.69
23	Hesby Oaks Leadership Charter	19 64733 0112060	187.73	188.11	187.73	188.11
24	Justice Street Academy Charter School	19 64733 6017693	277.65	279.54	277.65	279.54
25	Kenter Canyon Elementary Charter	19 64733 6017701	307.36	307.61	307.36	307.61
26	Knollwood Preparatory Academy	19 64733 6017743	234.02	234.42	234.02	234.42
27	Lockhurst Drive Charter Elementary	19 64733 6017891	291.22	292.07	291.22	292.07
28	Louis Armstrong Middle	19 64733 6058150	0.00	0.00	0.00	0.00
29	Marquez Charter School	19 64733 6018063	194.14	193.72	194.14	193.72
30	Nestle Avenue Charter School	19 64733 6018287	267.97	269.45	267.97	269.45
31	Open Charter Magnet School	19 64733 6097927	250.03	249.74	250.03	249.74
32	Palisades Charter Elementary	19 64733 6018634	248.82	248.83	248.76	248.76
33	Paul Revere Charter Middle	19 64733 6058267	0.00	0.00	0.00	0.00
34	Plainview Academic Charter Academy	19 64733 6018725	166.36	166.60	166.36	166.60
35	Pomelo Community Charter School	19 64733 6018774	363.58	365.87	363.58	365.87
36	Reseda Charter High School	19 64733 1937226	0.00	0.00	0.00	0.00
37	Riverside Drive Charter School	19 64733 6018923	252.57	254.31	252.57	254.31
38	Serrania Avenue Charter School for Enriched Studies	19 64733 6019111	340.05	341.59	340.05	341.59
39	Sherman Oaks Elementary Charter School	19 64733 6019186	328.95	331.33	328.95	331.33
40	Superior Street Elementary	19 64733 6019392	271.57	272.63	271.57	272.63
41	Sylmar Charter High School	19 64733 1938554	0.00	0.00	0.00	0.00
42	Taft Charter High School	19 64733 1938612	0.00	0.00	0.00	0.00
43	Topanga Elementary Charter School	19 64733 6019525	156.71	157.85	156.71	157.85
44	Topeka Charter School for Advanced Studies	19 64733 6019533	378.00	377.05	378.00	377.05
45	University High School Charter	19 64733 1938885	0.00	0.00	0.00	0.00
46	Van Gogh Charter School	19 64733 6019673	273.99	274.89	273.99	274.89
47	Welby Way Charter Elementary School and Gifted-High Ability Magnet Center	19 64733 6019855	458.18	458.12	458.18	458.12
48	Westwood Charter Elementary School	19 64733 6019939	399.44	402.36	399.39	402.30
49	Wilbur Charter for Enriched Academics	19 64733 6019954	365.88	365.54	365.88	365.54
50	Woodlake Elementary Community Charter	19 64733 6020036	368.64	370.41	368.64	370.41
51	Woodland Hills Elementary Charter for Enriched Studies	19 64733 6020044	405.56	406.83	405.56	406.83
	Total Affiliated Charter Schools Average Daily Attendance		11,968.92	11,997.20	11,968.81	11,997.07

See accompanying independent auditor's report and notes to supplementary information.

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Average Daily Attendance – Affiliated Charter Schools

Year Ended June 30, 2024

Grades 4-6 ADA				Grades 7-8 ADA			
Total		Classroom-based		Total		Classroom-based	
Second Period Report	Annual Report	Second Period Report	Annual Report	Second Period Report	Annual Report	Second Period Report	Annual Report
568.90	567.63	568.90	567.63	1,175.53	1,173.48	1,175.53	1,173.48
173.58	173.67	173.58	173.67	0.00	0.00	0.00	0.00
118.63	118.40	118.63	118.40	0.00	0.00	0.00	0.00
88.77	88.42	88.77	88.42	0.00	0.00	0.00	0.00
110.96	111.26	110.96	111.26	0.00	0.00	0.00	0.00
271.21	270.91	271.21	270.91	0.00	0.00	0.00	0.00
178.06	177.90	178.06	177.90	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
212.94	212.84	212.94	212.84	0.00	0.00	0.00	0.00
157.28	157.36	157.28	157.36	0.00	0.00	0.00	0.00
135.30	135.46	135.30	135.46	0.00	0.00	0.00	0.00
157.96	158.63	157.96	158.63	0.00	0.00	0.00	0.00
173.09	172.50	173.09	172.50	0.00	0.00	0.00	0.00
141.00	141.46	141.00	141.46	0.00	0.00	0.00	0.00
173.87	173.07	173.87	173.07	303.32	301.47	303.32	301.47
61.78	61.84	61.78	61.84	0.00	0.00	0.00	0.00
148.66	148.13	148.66	148.13	0.00	0.00	0.00	0.00
460.48	459.76	460.48	459.76	852.43	850.23	852.43	850.23
547.65	543.46	547.65	543.46	1,114.08	1,105.84	1,114.08	1,105.84
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
89.22	90.06	89.22	90.06	0.00	0.00	0.00	0.00
108.73	108.23	108.73	108.23	0.00	0.00	0.00	0.00
185.83	185.10	185.83	185.10	127.84	127.19	127.84	127.19
113.87	114.25	113.87	114.25	0.00	0.00	0.00	0.00
133.35	133.85	133.35	133.85	0.00	0.00	0.00	0.00
117.85	117.65	117.85	117.65	0.00	0.00	0.00	0.00
128.98	128.37	128.98	128.37	0.00	0.00	0.00	0.00
363.67	361.62	363.67	361.62	763.56	758.43	763.56	758.43
100.23	100.31	100.23	100.31	0.00	0.00	0.00	0.00
127.20	127.32	127.20	127.32	0.00	0.00	0.00	0.00
131.15	130.75	131.15	130.75	0.00	0.00	0.00	0.00
118.92	118.63	118.78	118.52	0.00	0.00	0.00	0.00
552.05	548.77	552.05	548.77	1,063.48	1,054.45	1,063.48	1,054.45
85.58	85.18	85.58	85.18	0.00	0.00	0.00	0.00
160.31	160.20	160.31	160.20	0.00	0.00	0.00	0.00
73.28	73.88	73.28	73.88	99.20	99.40	99.20	99.40
116.90	117.62	116.90	117.62	0.00	0.00	0.00	0.00
168.68	169.09	168.68	169.09	0.00	0.00	0.00	0.00
120.97	120.92	120.97	120.92	0.00	0.00	0.00	0.00
153.50	154.13	153.50	154.13	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
55.27	55.43	55.27	55.43	0.00	0.00	0.00	0.00
182.11	181.98	182.11	181.98	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
126.99	126.87	126.99	126.87	0.00	0.00	0.00	0.00
272.45	271.97	272.45	271.97	0.00	0.00	0.00	0.00
193.23	192.64	193.23	192.61	0.00	0.00	0.00	0.00
148.56	147.26	148.56	147.26	0.00	0.00	0.00	0.00
154.78	154.51	154.78	154.51	0.00	0.00	0.00	0.00
167.87	167.87	167.87	167.87	0.00	0.00	0.00	0.00
8,331.65	8,317.16	8,331.51	8,317.02	5,499.44	5,470.49	5,499.44	5,470.49

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Average Daily Attendance – Affiliated Charter Schools

Year Ended June 30, 2024

	Name of Affiliated Charter School	CDS Code	Grades 9-12 ADA			
			Total		Classroom-based	
			Second Period Report	Annual Report	Second Period Report	Annual Report
1	Alfred B. Nobel Charter Middle School	19 64733 6061543	0.00	0.00	0.00	0.00
2	Beckford Charter for Enriched Studies	19 64733 6015986	0.00	0.00	0.00	0.00
3	Calabash Charter Academy	19 64733 6016240	0.00	0.00	0.00	0.00
4	Calvert Charter for Enriched Studies	19 64733 6016265	0.00	0.00	0.00	0.00
5	Canyon Charter Elementary School	19 64733 6016323	0.00	0.00	0.00	0.00
6	Carpenter Community Charter School	19 64733 6016356	0.00	0.00	0.00	0.00
7	Castlebay Lane Charter School	19 64733 6071435	0.00	0.00	0.00	0.00
8	Chatsworth Charter High School	19 64733 1931708	1,570.66	1,550.69	1,570.66	1,550.69
9	Colfax Charter Elementary School	19 64733 6016562	0.00	0.00	0.00	0.00
10	Community Magnet Charter Elementary School	19 64733 6094726	0.00	0.00	0.00	0.00
11	Dearborn Elementary Charter Academy	19 64733 6016729	0.00	0.00	0.00	0.00
12	Dixie Canyon Community Charter School	19 64733 6016778	0.00	0.00	0.00	0.00
13	Dr. Theodore T. Alexander Jr. Science Center	19 64733 0102491	0.00	0.00	0.00	0.00
14	El Oro Way Charter For Enriched Studies	19 64733 6016869	0.00	0.00	0.00	0.00
15	Emerson Community Charter School	19 64733 6057988	0.00	0.00	0.00	0.00
16	Enadia Way Technology Charter	19 64733 0117036	0.00	0.00	0.00	0.00
17	Encino Charter Elementary School	19 64733 6016935	0.00	0.00	0.00	0.00
18	Gaspar de Portola Charter Middle	19 64733 6061584	0.00	0.00	0.00	0.00
19	George Ellery Hale Charter Academy	19 64733 6061477	0.00	0.00	0.00	0.00
20	Grover Cleveland Charter High School	19 64733 1931864	2,535.90	2,516.05	2,535.90	2,516.05
21	Hamlin Charter Academy	19 64733 6017438	0.00	0.00	0.00	0.00
22	Haynes Charter For Enriched Studies	19 64733 6017529	0.00	0.00	0.00	0.00
23	Hesby Oaks Leadership Charter	19 64733 0112060	0.00	0.00	0.00	0.00
24	Justice Street Academy Charter School	19 64733 6017693	0.00	0.00	0.00	0.00
25	Kenter Canyon Elementary Charter	19 64733 6017701	0.00	0.00	0.00	0.00
26	Knollwood Preparatory Academy	19 64733 6017743	0.00	0.00	0.00	0.00
27	Lockhurst Drive Charter Elementary	19 64733 6017891	0.00	0.00	0.00	0.00
28	Louis Armstrong Middle	19 64733 6058150	0.00	0.00	0.00	0.00
29	Marquez Charter School	19 64733 6018063	0.00	0.00	0.00	0.00
30	Nestle Avenue Charter School	19 64733 6018287	0.00	0.00	0.00	0.00
31	Open Charter Magnet School	19 64733 6097927	0.00	0.00	0.00	0.00
32	Palisades Charter Elementary	19 64733 6018634	0.00	0.00	0.00	0.00
33	Paul Revere Charter Middle	19 64733 6058267	0.00	0.00	0.00	0.00
34	Plainview Academic Charter Academy	19 64733 6018725	0.00	0.00	0.00	0.00
35	Pomelo Community Charter School	19 64733 6018774	0.00	0.00	0.00	0.00
36	Reseda Charter High School	19 64733 1937226	1,067.01	1,056.62	1,067.01	1,056.62
37	Riverside Drive Charter School	19 64733 6018923	0.00	0.00	0.00	0.00
38	Serrania Avenue Charter School for Enriched Studies	19 64733 6019111	0.00	0.00	0.00	0.00
39	Sherman Oaks Elementary Charter School	19 64733 6019186	0.00	0.00	0.00	0.00
40	Superior Street Elementary	19 64733 6019392	0.00	0.00	0.00	0.00
41	Sylmar Charter High School	19 64733 1938554	1,372.33	1,364.16	1,372.33	1,364.16
42	Taft Charter High School	19 64733 1938612	2,056.08	2,044.99	2,056.08	2,044.99
43	Topanga Elementary Charter School	19 64733 6019525	0.00	0.00	0.00	0.00
44	Topeka Charter School for Advanced Studies	19 64733 6019533	0.00	0.00	0.00	0.00
45	University High School Charter	19 64733 1938885	1,287.30	1,269.32	1,287.30	1,269.32
46	Van Gogh Charter School	19 64733 6019673	0.00	0.00	0.00	0.00
47	Welby Way Charter Elementary School and Gifted-High Ability Magnet Center	19 64733 6019855	0.00	0.00	0.00	0.00
48	Westwood Charter Elementary School	19 64733 6019939	0.00	0.00	0.00	0.00
49	Wilbur Charter for Enriched Academics	19 64733 6019954	0.00	0.00	0.00	0.00
50	Woodlake Elementary Community Charter	19 64733 6020036	0.00	0.00	0.00	0.00
51	Woodland Hills Elementary Charter for Enriched Studies	19 64733 6020044	0.00	0.00	0.00	0.00
	Total Affiliated Charter Schools Average Daily Attendance		9,889.28	9,801.83	9,889.28	9,801.83

See accompanying independent auditor's report and notes to supplementary information.

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Average Daily Attendance – Affiliated Charter Schools

Year Ended June 30, 2024

Totals

Total ADA		Classroom-based ADA	
Second Period Report	Annual Report	Second Period Report	Annual Report
1,744.43	1,741.11	1,744.43	1,741.11
571.99	572.47	571.99	572.47
389.82	390.62	389.82	390.62
288.51	287.38	288.51	287.38
353.06	353.94	353.06	353.94
807.91	808.95	807.91	808.95
582.40	583.52	582.40	583.52
1,570.66	1,550.69	1,570.66	1,550.69
704.79	704.82	704.79	704.82
425.24	425.52	425.24	425.52
478.17	478.64	478.17	478.64
585.06	586.32	585.06	586.32
561.03	559.46	561.03	559.46
418.77	420.32	418.77	420.32
477.19	474.54	477.19	474.54
182.13	182.40	182.13	182.40
519.52	518.73	519.52	518.73
1,312.91	1,309.99	1,312.91	1,309.99
1,661.73	1,649.30	1,661.73	1,649.30
2,535.90	2,516.05	2,535.90	2,516.05
278.72	280.39	278.72	280.39
360.55	361.92	360.55	361.92
501.40	500.40	501.40	500.40
391.52	393.79	391.52	393.79
440.71	441.46	440.71	441.46
351.87	352.07	351.87	352.07
420.20	420.44	420.20	420.44
1,127.23	1,120.05	1,127.23	1,120.05
294.37	294.03	294.37	294.03
395.17	396.77	395.17	396.77
381.18	380.49	381.18	380.49
367.74	367.46	367.54	367.28
1,615.53	1,603.22	1,615.53	1,603.22
251.94	251.78	251.94	251.78
523.89	526.07	523.89	526.07
1,239.49	1,229.90	1,239.49	1,229.90
369.47	371.93	369.47	371.93
508.73	510.68	508.73	510.68
449.92	452.25	449.92	452.25
425.07	426.76	425.07	426.76
1,372.33	1,364.16	1,372.33	1,364.16
2,056.08	2,044.99	2,056.08	2,044.99
211.98	213.28	211.98	213.28
560.11	559.03	560.11	559.03
1,287.30	1,269.32	1,287.30	1,269.32
400.98	401.76	400.98	401.76
730.63	730.09	730.63	730.09
592.67	595.00	592.62	594.91
514.44	512.80	514.44	512.80
523.42	524.92	523.42	524.92
573.43	574.70	573.43	574.70
35,689.29	35,586.68	35,689.04	35,586.41

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Financial Trends and Analysis
Year Ended June 30, 2024
(in thousands)

	2024-2025 Budgeted	2023-2024 Actual	2022-2023 Actual	2021-2022 Actual	2020-2021 Actual
General Fund:					
Revenues	$ 9,407,336	$ 11,217,682	$ 11,776,524	$ 9,672,924	$ 8,744,994
Other Financing Sources	30,000	70,691	91,870	108,571	265,007
Total Revenues and Other Financing Sources	9,437,336	11,288,373	11,868,394	9,781,495	9,010,001
Expenditures	11,163,550	10,549,639	9,472,906	9,294,057	8,166,021
Other Financing Uses	50,171	25,052	15,560	14,404	38,165
Total Expenditures and Other Financing Uses	11,213,721	10,574,691	9,488,466	9,308,461	8,204,186
Change in Fund Balance	(1,776,385)	713,682	2,379,928	473,034	805,815
Beginning Fund Balance	6,356,924	5,708,251	3,328,323	2,855,289	2,049,474
Ending Fund Balance	$ 4,580,539	$ 6,421,933	$ 5,708,251	$ 3,328,323	$ 2,855,289
Available Reserves*	$ 337,018	$ 1,113,933	$ 385,925	$ 1,140,017	$ 1,533,263
Unassigned Reserve for Economic Uncertainties	$ 112,240	$ 244,900	$ 238,780	$ 199,860	$ 91,990
Unassigned Fund Balance	$ 224,778	$ 869,033	$ 147,145	$ 940,157	$ 1,441,273
Available Reserves as a Percentage of Total Expenditures and Other Financing Uses	3.01%	10.53%	4.07%	12.25%	18.69%
Total Long-Term Obligations	$ 27,726,284	$ 29,442,163	$ 27,622,402	$ 27,136,289	$ 31,658,402
Average Daily Attendance (ADA) funded at P-2	386,348	410,914	433,929	449,937	455,356 [a]

The General Fund has maintained a positive ending fund balance for the past four fiscal years presented in this schedule.

For a district this size, the State has recommended available reserves to be at least 2% of total General Fund expenditures and other financing uses.

The District has been able to meet these requirements for the past four fiscal years.

*Available reserves consist of all unassigned fund balances and unassigned reserve for economic uncertainties.

[a] To ensure funding stability in light of the COVID-19 pandemic, the 2020-21 State Budget and California Education Code section EC Section 2575(g) (2) included a hold-harmless provision for the purpose of calculating apportionments in fiscal year 2020-21. The provision provided that apportionment be based on fiscal year 2019-20 ADA. As such, the District's ADA data presented for fiscal year 2020-21 is 2019-20 annual ADA plus credits and growth adjustments received in 2020-21.

See accompanying independent auditor's report and notes to supplementary information.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule to Reconcile the Annual Financial Budget Report (SACS)
Year Ended June 30, 2024
(in thousands)

	General Fund	District Bonds	Other Governmental *	Proprietary Funds
June 30, 2024 Unaudited Actual Financial Reports				
Fund Balances	$ 6,413,619	$ 1,260,419	$ 1,167,255	$ 82,788
Adjustments:				
To accrue expenditures	(6,559)	(48,393)	(1,212)	(133,281)
To accrue grant revenue - Emergency Connectivtiy	14,958	—	—	—
To accrue grant revenues	—	—	14	—
To adjust prepaid account	(137)	(18,734)	—	—
To adjust interfund transaction related to the bonds	64	(65)	1	—
Other	(12)	—	—	—
June 30, 2024 Audited Financial Statement				
Fund Balances	$ 6,421,933	$ 1,193,227	$ 1,166,058	$ (50,493)

* The net adjustment in the Other Governmental includes the following funds:

Adult Education Fund (Fund 110)	$ (58)
Child Development Fund (Fund 120)	(73)
Cafeteria Fund (Fund 130)	(17)
Building Fund (Fund 212)	(110)
Capital Facilities Fund (Fund 250)	(323)
County School Facilities Fund (Fund 351)	(1)
Special Reserve (Fund 401)	(605)
Special Reserve - FEMA Hazard Mitigation (Fund 403)	(10)
	$ (1,197)

There were no adjustments to fund balances for funds not presented above.
See accompanying independent auditor’s report and notes to supplementary information.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Charter Schools
Year Ended June 30, 2024
(Unaudited)

	SCHOOL	LOC CODE	STATE CHARTER NO.	CDS CODE	Affiliated	Included in the District Audit
1	Alfred B. Nobel Charter Middle School	8272	1480	19 64733 6061543	x	Yes
2	Beckford Charter for Enriched Studies	2335	1344	19 64733 6015986	x	Yes
3	Calabash Charter Academy	2704	1345	19 64733 6016240	x	Yes
4	Calvert Charter for Enriched Studies	2712	1585	19 64733 6016265	x	Yes
5	Canyon Charter Elementary School	2795	0226	19 64733 6016323	x	Yes
6	Carpenter Community Charter School	2822	1235	19 64733 6016356	x	Yes
7	Castlebay Lane Charter School	2881	1477	19 64733 6071435	x	Yes
8	Chatsworth Charter High School	8583	1581	19 64733 1931708	x	Yes
9	Colfax Charter Elementary School	3164	1041	19 64733 6016562	x	Yes
10	Community Magnet Charter Elementary School	2741	0957	19 64733 6094726	x	Yes
11	Dearborn Elementary Charter Academy	3377	1481	19 64733 6016729	x	Yes
12	Dixie Canyon Community Charter School	3438	1469	19 64733 6016778	x	Yes
13	Dr. Theodore T. Alexander Jr. Science Center	5111	0604	19 64733 0102491	x	Yes
14	El Oro Way Charter For Enriched Studies	3545	1466	19 64733 6016869	x	Yes
15	Emerson Community Charter School	8123	1688	19 64733 6057988	x	Yes
16	Enadia Way Technology Charter	3610	1474	19 64733 0117036	x	Yes
17	Encino Charter Elementary School	3616	1471	19 64733 6016935	x	Yes
18	Gaspar de Portola Charter Middle	8107	2074	19 64733 6061584	x	Yes
19	George Ellery Hale Charter Academy	8169	1346	19 64733 6061477	x	Yes
20	Grover Cleveland Charter High School	8590	1571	19 64733 1931864	x	Yes
21	Hamlin Charter Academy	4349	1472	19 64733 6017438	x	Yes
22	Haynes Charter For Enriched Studies	4473	1470	19 64733 6017529	x	Yes
23	Hesby Oaks Leadership Charter	4521	1468	19 64733 0112060	x	Yes
24	Justice Street Academy Charter School	4692	1487	19 64733 6017693	x	Yes
25	Kenter Canyon Elementary Charter	4699	0227	19 64733 6017701	x	Yes
26	Knollwood Preparatory Academy	4762	1486	19 64733 6017743	x	Yes
27	Lockhurst Drive Charter Elementary	4887	1478	19 64733 6017891	x	Yes
28	Louis Armstrong Middle	8238	1473	19 64733 6058150	x	Yes
29	Marquez Charter School	5164	0228	19 64733 6018063	x	Yes
30	Nestle Avenue Charter School	5452	1465	19 64733 6018287	x	Yes
31	Open Charter Magnet School	5889	0012	19 64733 6097927	x	Yes
32	Palisades Charter Elementary	5959	0229	19 64733 6018634	x	Yes
33	Paul Revere Charter Middle	8356	0225	19 64733 6058267	x	Yes
34	Plainview Academic Charter Academy	6096	1435	19 64733 6018725	x	Yes
35	Pomelo Community Charter School	6140	1347	19 64733 6018774	x	Yes
36	Reseda Charter High School	8814	2005	19 64733 1937226	x	Yes
37	Riverside Drive Charter School	6315	1362	19 64733 6018923	x	Yes
38	Serrania Avenue Charter School for Enriched Studies	6606	1484	19 64733 6019111	x	Yes
39	Sherman Oaks Elementary Charter School	6699	1348	19 64733 6019186	x	Yes
40	Superior Street Elementary	7007	1476	19 64733 6019392	x	Yes

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Charter Schools
Year Ended June 30, 2024
(Unaudited)

	SCHOOL	LOC CODE	STATE CHARTER NO.	CDS CODE	Affiliated	Included in the District Audit
41	Sylmar Charter High School	8878	1834	19 64733 1938554	x	Yes
42	Taft Charter High School	8880	1580	19 64733 1938612	x	Yes
43	Topanga Elementary Charter School	7198	0230	19 64733 6019525	x	Yes
44	Topeka Charter School for Advanced Studies	7201	1475	19 64733 6019533	x	Yes
45	University High School Charter	8886	2006	19 64733 1938885	x	Yes
46	Van Gogh Charter	7422	1479	19 64733 6019673	x	Yes
47	Welby Way Charter Elementary School and Gifted-High Ability Magnet Center	7637	1349	19 64733 6019855	x	Yes
48	Westwood Charter Elementary School	7740	0031	19 64733 6019939	x	Yes
49	Wilbur Charter for Enriched Academics	7774	1482	19 64733 6019954	x	Yes
50	Woodlake Elementary Community Charter	7877	1483	19 64733 6020036	x	Yes
51	Woodland Hills Elementary Charter for Enriched Studies	7890	1485	19 64733 6020044	x	Yes

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Charter Schools
Year Ended June 30, 2024
(Unaudited)

	SCHOOL	STATE CHARTER NO.	CDS CODE	Fiscally Independent	Included in the District Audit
1	Academia Moderna	1101	19 64733 0120097	x	No
2	Accelerated	0045	19 64733 6112536	x	No
3	Accelerated Charter Elementary (ACES)	0539	19 64733 0100743	x	No
4	Alain Leroy Locke College Preparatory Academy	1050	19 64733 0118588	x	No
5	Alliance Cindy and Bill Simon Technology Academy High	1161	19 64733 0121285	x	No
6	Alliance College-Ready Middle Academy 12	1533	19 64733 0128058	x	No
7	Alliance College-Ready Middle Academy 4	1096	19 64733 0120030	x	No
8	Alliance College-Ready Middle Academy 8	1531	19 64733 0128033	x	No
9	Alliance Collins Family College-Ready High	0718	19 64733 0108936	x	No
10	Alliance Dr. Olga Mohan High School	0790	19 64733 0111500	x	No
11	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	0645	19 64733 0106864	x	No
12	Alliance Jack H. Skirball Middle	0779	19 64733 0111518	x	No
13	Alliance Judy Ivie Burton Technology Academy High	0714	19 64733 0108894	x	No
14	Alliance Kory Hunter Middle	1532	19 64733 0128041	x	No
15	Alliance Leichtman-Levine Family Foundation Environmental Science High	0929	19 64733 0117606	x	No
16	Alliance Marc & Eva Stern Math and Science(CA State Univ. L.A. Campus)	0788	19 64733 0111658	x	No
17	Alliance Margaret M. Bloomfield Technology Academy High	1356	19 64733 0124941	x	No
18	Alliance Marine - Innovation and Technology 6-12 Complex	1738	19 64733 0132084	x	No
19	Alliance Morgan McKinzie High	0928	19 64733 0116509	x	No
20	Alliance Ouchi-O'Donovan 6-12 Complex	0784	19 64733 0111641	x	No
21	Alliance Patti And Peter Neuwirth Leadership Academy	0789	19 64733 0111492	x	No
22	Alliance Piera Barbaglia Shaheen Health Services Academy	0927	19 64733 0117598	x	No
23	Alliance Renee and Meyer Luskin Academy High	1343	19 64733 0124891	x	No
24	Alliance Susan and Eric Smidt Technology High	1163	19 64733 0123133	x	No
25	Alliance Ted K. Tajima High	1164	19 64733 0123141	x	No
26	Alliance Tennenbaum Family Technology High (PSC)	1162	19 64733 0121293	x	No
27	Alliance Virgil Roberts Leadership Academy	1530	19 64733 0128009	x	No
28	Anahuacalmecac International University Preparatory of North America	1685	19 64733 0132928	x	No
29	Animo Ellen Ochoa Charter Middle	1286	19 64733 0123992	x	No
30	Animo Florence-Firestone Charter Middle	1794	19 64733 0134023	x	No
31	Animo Jackie Robinson High	0793	19 64733 0111583	x	No
32	Animo James B. Taylor Charter Middle	1287	19 64733 0124008	x	No
33	Animo Jefferson Charter Middle	1216	19 64733 0122481	x	No
34	Animo Legacy Charter Middle School (Clay Campus) (PSC)	1288	19 64733 0124016	x	No
35	Animo Mae Jemison Charter Middle	1624	19 64733 0129270	x	No
36	Animo Pat Brown	0649	19 64733 0106849	x	No
37	Animo Ralph Bunche Charter High	0781	19 64733 0111575	x	No
38	Animo South Los Angeles Charter	0602	19 64733 0102434	x	No

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Schedule of Charter Schools
Year Ended June 30, 2024
(Unaudited)

	SCHOOL	STATE CHARTER NO.	CDS CODE	Fiscally Independent	Included in the District Audit
39	Animo Venice Charter High	0648	19 64733 0106831	x	No
40	Animo Watts College Preparatory Academy	0783	19 64733 0111625	x	No
41	Ararat Charter	1156	19 64733 0121079	x	No
42	Arts In Action Community Charter	1218	19 64733 0123158	x	No
43	Arts in Action Community Middle School	1806	19 64733 0134205	x	No
44	Aspire Centennial College Preparatory Academy	1436	19 64733 0126797	x	No
45	Aspire Firestone Academy (PSC)	1214	19 64733 0122622	x	No
46	Aspire Gateway Academy Charter (PSC)	1213	19 64733 0122614	x	No
47	Aspire Inskeep Academy Charter (PSC)	1332	19 64733 0124800	x	No
48	Aspire Juanita Tate Academy Charter (PSC)	1331	19 64733 0124792	x	No
49	Aspire Junior Collegiate Academy	1551	19 64733 0114884	x	No
50	Aspire Pacific Academy	1230	19 64733 0122721	x	No
51	Aspire Slauson Academy Charter (PSC)	1330	19 64733 0124784	x	No
52	Aspire Titan Academy	1550	19 64733 0120477	x	No
53	Bert Corona Charter	0654	19 64733 0106872	x	No
54	Bert Corona Charter High	1724	19 64733 0132126	x	No
55	Birmingham Community Charter High	1119	19 64733 1931047	x	No
56	California Creative Learning Academy	0827	19 64733 0112235	x	No
57	California Creative Learning Academy Middle School	1960	19 64733 0137463	x	No
58	Camino Nuevo Charter Academy 2 (Kayne Siart)	1231	19 64733 0122861	x	No
59	Camino Nuevo Charter Academy 4 (Cisneros) (PSC)	1334	19 64733 0124826	x	No
60	Camino Nuevo Charter Academy (Burlington)	0293	19 64733 6117667	x	No
61	Camino Nuevo Elementary School 3 (Eisner) (PSC)	1212	19 64733 0122564	x	No
62	Camino Nuevo High 2 (Dalzell Lance)	1540	19 64733 0127910	x	No
63	CATCH Prep Charter High, Inc.	0570	19 64733 0101659	x	No
64	Center for Advanced Learning	0937	19 64733 0115139	x	No
65	Central City Value	0534	19 64733 0100800	x	No
66	CHAMPS - Charter HS of Arts-Multimedia & Performing	0712	19 64733 0108878	x	No
67	CHIME Institute's Schwarzenegger Community	0417	19 64733 6119531	x	No
68	Citizens of the World Charter School East Valley	2081	19 64733 0140749	x	No
69	Citizens of the World Charter School West Valley	2082	19 64733 0139832	x	No
70	Citizens of the World Charter School Hollywood	1200	19 64733 0122556	x	No
71	Citizens of the World Charter School Mar Vista (Gateway)	1414	19 64733 0126193	x	No
72	Citizens of the World Charter School Silver Lake	1413	19 64733 0126177	x	No
73	City Language Immersion Charter	1538	19 64733 0127886	x	No
74	Collegiate Charter High School of Los Angeles	1722	19 64733 0131821	x	No
75	Crete Academy	1854	19 64733 0135616	x	No
76	Crown Preparatory Academy	1187	19 64733 0121848	x	No

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Schedule of Charter Schools
Year Ended June 30, 2024
(Unaudited)

	SCHOOL	STATE CHARTER NO.	CDS CODE	Fiscally Independent	Included in the District Audit
77	Discovery Charter Preparatory School 2	0949	19 64733 0115253	x	No
78	Downtown Value	0448	19 64733 6119903	x	No
79	Ednovate - Brio College Prep	1843	19 64733 0135723	x	No
80	Ednovate - East College Prep	1702	19 64733 0132282	x	No
81	Ednovate - Esperanza College Prep	1842	19 64733 0135715	x	No
82	Ednovate - South LA College Prep	2087	19 64733 0140129	x	No
83	Ednovate - USC Hybrid High College Prep	1401	19 64733 0125864	x	No
84	El Camino Real Charter High	1314	19 64733 1932623	x	No
85	El Rio Community School	2080	19 64733 0140004	x	No
86	Equitas Academy 2	1402	19 64733 0126169	x	No
87	Equitas Academy 3 Charter	1669	19 64733 0129650	x	No
88	Equitas Academy 4	1785	19 64733 0133686	x	No
89	Equitas Academy 5	2040	19 64733 0139121	x	No
90	Equitas Academy 6	2030	19 64733 0138883	x	No
91	Equitas Academy Charter	1093	19 64733 0119982	x	No
92	Everest Value	1638	19 64733 0129858	x	No
93	Extera Public	1300	19 64733 0124198	x	No
94	Extera Public School No. 2	1562	19 64733 0128132	x	No
95	Fenton Avenue Charter	0030	19 64733 6017016	x	No
96	Fenton Charter Leadership Academy	1613	19 64733 0131722	x	No
97	Fenton Primary Center	0911	19 64733 0115048	x	No
98	Fenton STEM Academy: Elementary Center for Science Technology Engineering and Mathematics	1605	19 64733 0131466	x	No
99	Gabriella Charter	0713	19 64733 0108886	x	No
100	Gabriella Charter 2	1853	19 64733 0135509	x	No
101	Girls Athletic Leadership School Los Angeles	1791	19 64733 0133710	x	No
102	Global Education Academy	0934	19 64733 0114967	x	No
103	Global Education Academy 2	1641	19 64733 0129833	x	No
104	Goethe International Charter	1036	19 64733 0117978	x	No
105	Granada Hills Charter	0572	19 64733 1933746	x	No
106	High Tech LA	0537	19 64733 0100677	x	No
107	High Tech LA Middle	1929	19 64733 0137471	x	No
108	ICEF Innovation Los Angeles Charter	1037	19 64733 0117952	x	No
109	ICEF View Park Preparatory Elementary School	0190	19 64733 6117048	x	No
110	ICEF View Park Preparatory High School	0543	19 64733 0101196	x	No
111	ICEF View Park Preparatory Middle School	0506	19 64733 6121081	x	No
112	ICEF Vista Elementary Academy	1039	19 64733 0117937	x	No
113	ICEF Vista Middle Academy	0953	19 64733 0115287	x	No

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Schedule of Charter Schools
Year Ended June 30, 2024
(Unaudited)

	SCHOOL	STATE CHARTER NO.	CDS CODE	Fiscally Independent	Included in the District Audit
114	Ingenium Charter	1157	19 64733 0121137	x	No
115	Ingenium Charter Middle	1536	19 64733 0127985	x	No
116	Invictus Leadership Academy	2088	19 64733 0140111	x	No
117	ISANA Cardinal Academy	1285	19 64733 0123984	x	No
118	ISANA Himalia Academy	1858	19 77081 0135954	x	No
119	ISANA Nascent Academy	0716	19 64733 0108910	x	No
120	ISANA Octavia Academy	1232	19 64733 0122655	x	No
121	ISANA Palmati Academy	1246	19 64733 0123166	x	No
122	Ivy Academia	0619	19 64733 0106351	x	No
123	Ivy Bound Academy of Math, Science, and Technology Charter Middle	0936	19 64733 0115113	x	No
124	James Jordan Middle	0734	19 64733 0109884	x	No
125	KIPP Academy of Innovation	1586	19 64733 0128512	x	No
126	KIPP Academy of Opportunity	0530	19 64733 0101444	x	No
127	KIPP Comienza Community Prep	1196	19 64733 0121707	x	No
128	KIPP Corazon Academy	1855	19 64733 0135517	x	No
129	KIPP Empower Academy	1195	19 64733 0121699	x	No
130	KIPP Endeavor College Preparatory Charter	1094	19 64733 0120014	x	No
131	KIPP Generations Academy	2079	19 64733 0141481	x	No
132	KIPP Ignite Academy	1720	19 64733 0131771	x	No
133	KIPP Iluminar Academy	1508	19 64733 0127670	x	No
134	KIPP Los Angeles College Preparatory	0531	19 64733 0100867	x	No
135	KIPP Philosophers Academy	1378	19 64733 0125609	x	No
136	KIPP Promesa Prep	1721	19 64733 0131797	x	No
137	KIPP Pueblo Unido	2041	19 64733 0139071	x	No
138	KIPP Raices Academy	1010	19 64733 0117903	x	No
139	KIPP Scholar Academy	1377	19 64733 0125625	x	No
140	KIPP Sol Academy	1379	19 64733 0125641	x	No
141	KIPP Vida Preparatory Academy	1587	19 64733 0129460	x	No
142	Larchmont Charter	0717	19 64733 0108928	x	No
143	Learning by Design Charter	1959	19 64733 0137513	x	No
144	Libertas College Preparatory Charter	1711	19 64733 0131904	x	No
145	Los Angeles Academy of Arts and Enterprise Charter (LAAAE)	0675	19 64733 0110304	x	No
146	Los Angeles Leadership Academy	0461	19 64733 1996610	x	No
147	Los Angeles Leadership Primary Academy	1333	19 64733 0124818	x	No
148	Magnolia Science Academy 4	0986	19 64733 0117622	x	No
149	Magnolia Science Academy 6	988	19 64733 0117648	x	No
150	Magnolia Science Academy 7	989	19 64733 0117655	x	No
151	Magnolia Science Academy Bell (PSC)	1236	19 64733 0122747	x	No

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Schedule of Charter Schools
Year Ended June 30, 2024
(Unaudited)

	SCHOOL	STATE CHARTER NO.	CDS CODE	Fiscally Independent	Included in the District Audit
152	Math and Science College Preparatory	1412	19 64733 0126136	x	No
153	Matrix for Success Academy	1961	19 64733 0137562	x	No
154	Monsenor Oscar Romero Charter Middle	0931	19 64733 0114959	x	No
155	Montague Charter Academy for the Arts and Sciences	0115	19 64733 6018204	x	No
156	Multicultural Learning Center	0388	19 64733 6119044	x	No
157	N.E.W. Academy Canoga Park	0592	19 64733 0102483	x	No
158	N.E.W. Academy of Science and Arts	0521	19 64733 0100289	x	No
159	New Designs Charter	0601	19 64733 0102541	x	No
160	New Designs Charter School-Watts	1120	19 64733 0120071	x	No
161	New Heights Charter	0761	19 64733 0111211	x	No
162	New Horizons Charter Academy	1567	19 64733 0128371	x	No
163	New Los Angeles Charter	0998	19 64733 0117614	x	No
164	New Los Angeles Elementary School	1788	19 64733 0133702	x	No
165	New Millennium Secondary	1020	19 64733 0117911	x	No
166	New Village Girls Academy	0791	19 64733 0111484	x	No
167	Ocean Charter	0569	19 64733 0102335	x	No
168	Oscar De La Hoya Animo Charter High	0581	19 64733 0101675	x	No
169	Our Community Charter	0739	19 64733 0109934	x	No
170	Pacoima Charter Elementary	0583	19 64733 6018642	x	No
171	Palisades Charter High	0037	19 64733 1995836	x	No
172	Para Los Niños - Evelyn Thurman Gratts Primary (PSC)	1215	19 64733 0122630	x	No
173	Para Los Niños Charter	0475	19 64733 6120489	x	No
174	Para Los Niños Middle	1007	19 64733 0117846	x	No
175	Port of Los Angeles High	0542	19 64733 0107755	x	No
176	PREPA TEC - Los Angeles	1542	19 64733 0127936	x	No
177	PUC CALS Charter Middle and Early College High School	0331	19 64733 0133298	x	No
178	PUC Community Charter Elementary	1657	19 64733 0129619	x	No
179	PUC Community Charter Middle and PUC Community Charter Early College High	0213	19 64733 6116750	x	No
180	PUC Early College Academy for Leaders and Scholars (ECALS) (PSC)	1354	19 64733 0124933	x	No
181	PUC Excel Charter Academy	0798	19 64733 0112201	x	No
182	PUC Inspire Charter Academy	1626	19 64733 0129593	x	No
183	PUC Lakeview Charter Academy	0603	19 64733 0102442	x	No
184	PUC Lakeview Charter High	1241	19 64733 0122606	x	No
185	PUC Milagro Charter	0600	19 64733 0102426	x	No
186	PUC Nueva Esperanza Charter Academy	1092	19 64733 0133280	x	No
187	PUC Triumph Charter Academy and PUC Triumph Charter High School	0797	19 64733 0133272	x	No
188	PUENTE Charter (ELA Site)	0473	19 64733 6120471	x	No

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Charter Schools
Year Ended June 30, 2024
(Unaudited)

	SCHOOL	STATE CHARTER NO.	CDS CODE	Fiscally Independent	Included in the District Audit
189	Renaissance Arts Academy	0579	19 64733 0101683	x	No
190	Rise Kohyang Elementary	1927	19 64733 0136994	x	No
191	Rise Kohyang High School	1786	19 64733 0133868	x	No
192	Rise Kohyang Middle	1315	19 64733 0124222	x	No
193	Santa Monica Boulevard Community Charter	0446	19 64733 6019079	x	No
194	Scholarship Prep South Bay	2042	19 64733 0139097	x	No
195	Stella Elementary Charter Academy	1866	19 64733 0137604	x	No
196	Stella Middle Charter Academy	0535	19 64733 0100669	x	No
197	Stella High Charter Academy	0826	19 64733 0112508	x	No
198	STEM Preparatory Elementary	1925	19 64733 0136986	x	No
199	Synergy Charter Academy	0636	19 64733 0106427	x	No
200	Synergy Kinetic Academy (PSC)	1014	19 64733 0117895	x	No
201	Synergy Quantum Academy (PSC)	1299	19 64733 0124560	x	No
202	TEACH Academy of Technologies	1206	19 64733 0122242	x	No
203	TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	2004	19 64733 0138305	x	No
204	TEACH Tech Charter High	1658	19 64733 0129627	x	No
205	University Preparatory Value High	1723	19 64733 0132027	x	No
206	Valley Charter Elementary	1237	19 64733 0122754	x	No
207	Valley Charter Middle	1238	19 64733 0122838	x	No
208	Valley International Preparatory High	1926	19 64733 0137612	x	No
209	Valor Academy Elementary	1787	19 64733 0133694	x	No
210	Valor Academy High	1539	19 64733 0127894	x	No
211	Valor Academy Middle	1095	19 64733 0120022	x	No
212	Vaughn Next Century Learning Center (Mainland/MIT)	0016	19 64733 6019715	x	No
213	Village Charter Academy	1639	19 64733 0129866	x	No
214	Vista Charter Middle	1234	19 64733 0122739	x	No
215	Vista Horizon Global Academy	2043	19 64733 0139089	x	No
216	Vox Collegiate of Los Angeles	1917	19 64733 0137521	x	No
217	Wallis Annenberg High	0538	19 64733 0100750	x	No
218	Watts Learning Center	0131	19 64733 6114912	x	No
219	Watts Learning Center Charter Middle	1141	19 64733 0120527	x	No
220	WISH Academy High	1863	19 64733 0135632	x	No
221	WISH Community	1627	19 64733 0135921	x	No

LOS ANGELES UNIFIED SCHOOL DISTRICT
Notes to Supplementary Information
Year Ended June 30, 2024

(1) Statistical Data

The statistical data presented on pages 115-117 offers multi-year trend information and are provided to help the reader understand the District's significant local revenue sources as it relates to the District's overall financial health.

(2) Purpose of Schedules

(a) Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

(b) Schedule of Instructional Time Offered

The District has received incentive funding for increasing instructional time as provided by the Incentive for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of Education Code Sections 46201 through 46206.

(c) Schedule of Financial Trends and Analysis

This schedule focuses on financial trends by displaying past years' data along with current budget information and evaluates the District's ability to continue as a going concern for a reasonable period of time.

(d) Reconciliation of Unaudited Actual Financial Reports with Audited Financial Statements

This schedule provides the information necessary to reconcile the differences between fund balances reported on the unaudited actual financial reports and the audited financial statements.

(e) Schedule of Charter Schools

This schedule lists all charter schools chartered by the District, includes the charter school number, and indicates whether or not the charter school is included in the District's audit.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2024

Federal Grantor/Pass-Through Grantor/Program Title	Assistance Listing Number	Grantor or Pass-Through Entity ID Number	Passed Through to Subrecipients	Program Cluster Expenditures	Total Federal Expenditures
U.S. Department of Agriculture:					
Passed through California Department of Education:					
Specialty Crop Block Grant	10.170	21-0433-007-SF			$ 27,109
Child Nutrition School Programs Breakfast	10.553	PCA13525/ PCA13526		$ 109,270,037	
Child Nutrition School Programs Lunch	10.555	PCA13523/ PCA13524/ PCA13755		126,308,161	
Donated Food Commodities	10.555	Not Available		19,009,086	
Supply Chain Assistance for School Meals	10.555	PCA 15655		11,906,388	
Child Nutrition Seamless Summer Food Option	10.559	PCA13004		15,641,478	
Subtotal Expenditures – Child Nutrition Cluster					282,135,150
Child Nutrition Child Care Food Program (CCFP) Claims	10.558	PCA13529/ PCA13393/ PCA13394			38,526,769
Child Nutrition CCFP – Cash in Lieu of Commodities	10.558	PCA13534/ PCA13389			2,701,837
Subtotal Assistance Listing Number 10.558					41,228,606
Child Nutrition Team Nutrition Grants	10.574	PCA15332			3,672
Passed through California Department of Health Services:					
Forest Reserve	10.665	PCA10044		29,472	
Subtotal Expenditures – Forest Service Schools and Road Cluster					29,472
Subtotal Pass-Through Programs					323,424,009
Total U.S. Department of Agriculture					323,424,009
U.S. Department of Defense:					
Reserve Officer Training Corps Vitalization Act	12.unknown	Not Available			1,846,533
Startalk: Exploring Arabic Through Technology,					
Startalk - LAUSD	12.900	H98230-22-1-0126			96,133
Subtotal Direct Programs					1,942,666
Total U.S. Department of Defense					1,942,666
U.S. Department of Labor:					
Passed through Employment Development Department:					
Employment Development Department Trade Act:					
Trade Adjustment Assistance (TAA)	17.245	Various			73,202
Passed through City of Los Angeles:					
Workforce Innovation and Opportunity Act (WIOA) –					
Worksource Educational Partnership – Adult	17.258	Agreement T-7478		147,746	
WIOA Navigator - Youth Sources	17.259	Agreement T-7479		233,645	
WIOA – T-1 Youth Source System	17.259	C-144703		1,228,642	
Passed through Para Los Ninos:					
WIOA – Youth	17.259	C-143731-A		83,852	
Subtotal Expenditures – WIOA Cluster					1,693,885
Subtotal Pass-Through Programs					1,767,087
Total U.S. Department of Labor					1,767,087

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2024

Federal Grantor/Pass-Through Grantor/Program Title	Assistance Listing Number	Grantor or Pass-Through Entity ID Number	Passed Through to Subrecipients	Program Cluster Expenditures	Total Federal Expenditures
Federal Communications Commission:					
COVID-19 − Emergency Connectivity Fund Program	32.009	Not Available			$ 39,700,944
Subtotal Direct Program					39,700,944
Total Federal Communications Commission					39,700,944
U.S. Department of Education:					
Indian Education Formula Grants to Local Educational Agencies	84.060A	S060A230283			53,130
Mental Health Service Professional (MHSP) Demonstration Grant Program	84.184X	S184X230142			1,023,012
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP):					
GEAR-UP 4 LA	84.334A	P334A190002	$ 524,363		2,850,802
GEAR-UP 4 LA	84.334A	P334A180081	903,704		4,585,548
GEAR-UP 4 LA	84.334A	P334A180080	1,025,671		4,256,914
Subtotal Assistance Listing Number 84.334A			2,453,738		11,693,264
Subtotal Direct Programs					12,769,406
Passed through California Department of Education:					
WIOA – Adult Basic Ed/ELA	84.002A	PCA14508			8,855,012
WIOA – Ad Ed & Fam Lit/EL – Civics	84.002A	PCA14109			4,259,481
WIOA – Adult Secondary Ed	84.002A	PCA13978			3,903,054
Subtotal Assistance Listing Number 84.002A					17,017,547
Every Student Succeeds Act (ESSA), Title I Part A. Basic	84.010	PCA14329			386,921,156
ESSA, Comprehensive Support & Improvement (CSI)	84.010	PCA15438	7,500		7,567,007
Subtotal Assistance Listing Number 84.010			7,500		394,488,163
Special Ed: Individual with Disabilities Education (IDEA) Basic Local Assistance Entitlement	84.027A	23-13379-64733-01		$ 125,989,038	
Special Ed: IDEA Local Assistance, Private School Individual Service Plans	84.027	PCA10115		2,060,367	
Special Ed: IDEA Local Assistance, Part B, Sec. 611, Early Intervening Services	84.027	PCA10119		17,900,774	
COVID-19 − Special Ed: American Rescue Plan (ARP) IDEA Part B, Sec. 611, Local Assistance Entitlement	84.027	PCA15638		4,157,456	
COVID-19 − Special Ed: ARP IDEA Local Assistance, Private School Individual Service Plans	84.027	PCA10169		180,425	
Special Ed: IDEA Mental Health Allocation Plan	84.027A	23-15197-64733-01		6,120,947	
Special Ed: IDEA – Supporting Inclusive Practices, Part B – Sec 611	84.027A	PCA13693		68,494	
Special Ed: IDEA – Alternate Dispute Resolution, Part B – Sec 611	84.027A	PCA13007		54,387	
PreSchool Expansion – Staff Development	84.173A	PCA13431		26,331	
Special Ed: IDEA – Preschool Capacity Building, Part B – Sec 619 Embedded Instruction	84.173A	PCA13839		28,724	
IDEA Preschool Expansion Grant Part B, Sec 619	84.173	PCA13430		4,364,153	
Special Ed: IDEA – Part B, Sec 619; Preschool Grants Early Intervening Services	84.173	PCA10131		771,312	
COVID-19 − Special Ed: ARP IDEA – Part B, Sec 619; Preschool Grants	84.173X	PCA15639		126,663	
COVID-19 − Special Ed: ARP IDEA – Part B, Sec 619; Preschool Grants Early Intervening Services	84.173X	PCA10171		269,813	
Subtotal Expenditures – Special Education Cluster (IDEA)					162,118,884
Carl D. Perkins – Secondary Program, Sec 131	84.048	PCA14894			6,751,821
Carl D. Perkins – Vocational and Technical Education, Sec 132	84.048	PCA14893			792,964
Subtotal Assistance Listing Number 84.048					7,544,785
Special Ed-Grants for Infants and Families: Early Intervention Funds – Part C	84.181	PCA23761			1,178,111
Education for Homeless Children & Youth	84.196A	S196A210005			313,278
Twenty-first Century Learning Centers	84.287C	PCA14349/25632	944,031		5,345,151
Twenty-first Century Learning Centers	84.287C	PCA14535	7,306,176		8,893,029
Twenty-first Century Learning Centers	84.287C	PCA14603			590,843
Twenty-first Century Learning Centers	84.287C	PCA14765			418,026
Subtotal Assistance Listing Number 84.287C			8,250,207		15,247,049

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2024

Federal Grantor/Pass-Through Grantor/Program Title	Assistance Listing Number	Grantor or Pass-Through Entity ID Number	Passed Through to Subrecipients	Program Cluster Expenditures	Total Federal Expenditures
ESSA Title III, English Learner Student Program	84.365	PCA14346			$ 18,700,873
Title III, Immigrant Student	84.365	PCA15146			63,674
Loyola Marymount University (LMU) Purposeful Engagement in Academic Rigor and Language Learning (PEARLL) Project	84.365Z	FED#T365Z210143/ C#21079A			201,697
Subtotal Assistance Listing Number 84.365/Z					18,966,244
ESSA Title II, Part A, Supporting Effective Instruction	84.367	PCA14341			34,027,587
ESSA Title IV, Part A, Student Support and Academic Enrichment Grant Program	84.424A	PCA15396			29,014,563
COVID-19 ARP Act - Homeless Children and Youth (ARP-HCY) Program	84.425	PCA15564			84,756
COVID-19 ARP-HCY II Program	84.425	PCA15566			5,421,217
COVID-19 Elementary and Secondary School Emergency Relief (ESSER) II Fund	84.425D	PCA15547			2,175,642
COVID-19 ELO Grant GEER II	84.425C	PCA15619			1,589
COVID-19 ELO ESSER III Fund State Reserve Emergency Needs	84.425U	PCA15620			3,282,402
COVID-19 ELO ESSER III Fund State Reserve Learning Loss	84.425U	PCA15621			39,820,609
COVID 19 Coronavirus Aid, Relief, and Economic Security (CARES) Act ESSER Child Nutrition	84.425D	PCA15535			6,042
COVID-19 − Twenty-first Century Learning Centers Rate Increase ESSER III State Reserve After School Programs	84.425U	PCA15651	$ 4,431,004		5,168,503
COVID-19 ARP Act ESSER III Fund	84.425U	PCA15559			636,896,122
COVID-19 ARP Act ESSER III Fund: Learning Loss	84.425U	PCA10155			213,270,178
Subtotal Assistance Listing Number 84.425C/D/U			4,431,004		906,127,060
Passed through Los Angeles County Office of Education:					
Title I – Migrant Ed – Regular	84.011	PCA14326			982,835
Title I – Migrant Ed – Summer	84.011	PCA10005			239,930
Title I – Migrant Ed – School Readiness	84.011	PCA10144			59,020
Subtotal Assistance Listing Number 84.011					1,281,785
Passed through California Department of Rehabilitation:					
We Can Work	84.126	Agreement 32032			584,950
Rehab − Transition Partnership Program/Trans Part-Greater LA	84.126	Agreement 32038			2,376,500
Subtotal Assistance Listing Number 84.126					2,961,450
Passed through Fresno County Superintendent of Schools:					
Education Innovation and Research (EIR) Program Mid-Phase Grants	84.411B	S-00015607			6,536
Passed through Digital Education Project:					
American History and Civics Education National Activities (AHC-NA)	84.422B	Not Available			18,954
Subtotal Pass-Through Programs					1,590,311,996
Total U.S. Department of Education					1,603,081,402
U.S. Department of Health and Human Services:					
CDCP-School Based HIV/STD Prevention	93.079	5NU87PS004357-04-00; 6NU87PS004357-04-01; 5NU87PS004357-03-00; 5NU87PS004357-05-00; '6 NU87PS004357-05-02			545,573
Subtotal Direct Programs					545,573

(Continued)

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2024

Federal Grantor/Pass-Through Grantor/Program Title	Assistance Listing Number	Grantor or Pass-Through Entity ID Number	Passed Through to Subrecipients	Program Cluster Expenditures	Total Federal Expenditures
Passed through County of Los Angeles:					
Student 360 Health Heluna	93.354	1 NU90TP922183-01			$ 606,729
Child Health Outreach Initiative − Whole Person Care	93.778	PH-002507-19			958
Children's Health Outreach Enrollment, Utilization, and Retention Services	93.778	PH-004987			202,570
Subtotal Assistance Listing Number 93.778					203,528
Maternal, Infant, and Early Childhood Home Visiting Program	93.870	PH-003967			1,047,146
Passed through California Department of Social Services:					
California Department of Social Services Refugee Program Bureau	93.566	RSI22 A-1& RSIG18LA A-2			270,303
Passed through California Department of Education:					
General Child Care Center − Block Grant	93.575	PCA15136		$ 920,821	
COVID-19 ARP California State Preschool Program One-Time Stipend	93.575	PCA15640		3,107,433	
CCTR Programs administered by California Department of Social Services	93.575	PCA15554/15641		3,792,920	
General Child Care Center − Chid Care Mandatory & Matching Fund of the Child Care and Development Fund	93.596	PCA13609		10,168,645	
Subtotal Expenditures – Child Care Development Fund (CCDF) Cluster					17,989,819
Passed through Baldwin Park Unified School District:					
Early Head Start	93.600	PCA15291		257,872	
Subtotal Expenditures – Head Start Cluster					257,872
Passed through Los Angeles County Office of Education:					
ARRA − State Grants to Promote Health Information Technology	93.719	Not Available			62,184
Subtotal Pass-Through Programs					20,437,581
Total U.S. Department of Health and Human Services					20,983,154
U.S. Department of Homeland Security:					
Passed through California Governor's Office of Emergency Services:					
Disaster Grants-Public Assistance (Presidentially Declared Disasters)	97.036	4683-DR & 4699-DR			142,591
Disaster Grants-Public Assistance (Presidentially Declared Disasters)	97.036	PCA10014			1,443
Disaster Grants-Public Assistance (Presidentially Declared Disasters) Testing and Vaccination	97.036	FEMA-4482-DR-CA			483,779,158
Subtotal Assistance Listing Number 97.036					483,923,192
Hazard Mitigation Grant Program	97.039	DR4344-PJ0151/PJ0185& DR4610-PL0568			607,358
Subtotal Pass-Through Programs					484,530,550
Total U.S. Department of Homeland Security					484,530,550
Total Expenditures of Federal Awards			$ 15,142,449	$ 464,225,082	$ 2,475,429,812

LOS ANGELES UNIFIED SCHOOL DISTRICT
Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2024

(1) General

The accompanying schedule of expenditures of federal awards (Schedule) presents the expenditures of all federal financial assistance programs of the Los Angeles Unified School District (District). The District's reporting entity is defined in the notes to the District's basic financial statements. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

(2) Basis of Accounting

The accompanying Schedule is presented using the modified accrual basis of accounting, as described in Note 1 of the notes to the District's basic financial statements. Such expenditures are recognized following the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Therefore, some amounts presented in this Schedule may differ from amounts presented in, or used in the preparation of, the District's basic financial statements but agrees in all material respects.

(3) Indirect Cost Rate

The District did not elect to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

(4) Noncash Assistance

Included in the Schedule is (Assistance Listing (AL) #10.555) $19,009,086 of donated food commodities received from the U.S. Department of Agriculture, passed-through California Department of Education, during the year ended June 30, 2024.

(5) U.S. Department of Homeland Security - Disaster Grants - Public Assistance (Presidentially Declared Disasters) (AL #97.036)

The District incurred eligible expenditures for its COVID-19 Disaster Grants – Public Assistance (Presidentially Declared Disasters) Testing and Vaccination Program during fiscal years 2019-20 through 2022-23. In fiscal year 2023-24, the California Governor's Office of Emergency Services approved the District's project worksheets. The breakdown of the $483,779,158 in expenditures reporting on the Schedule by fiscal year is as follows:

Fiscal Year	FEMA-4482-DR-CA
2019-20	$ 822,256
2020-21	41,224,801
2021-22	419,622,296
2022-23	22,109,805
	$ 483,779,158

(6) Federal Communications Commission – COVID-19-Emergency Connectivity Fund Program (ECF) (AL #32.009)

Of the total $39,700,944 reported for ECF, $5,581,843 is related to the expenditure incurred in fiscal year 2021-22, while the remaining amount was incurred within the fiscal year 2023-24.

OTHER INFORMATION

LOS ANGELES UNIFIED SCHOOL DISTRICT

Organization Structure
Year Ended June 30, 2024
(Unaudited)

Geographical Location: The Los Angeles Unified School District is a political subdivision of the State of California. It is located in the western section of Los Angeles County and includes most of the City of Los Angeles, all the Cities of Gardena, Huntingon Park, Lomita, Maywood, San Fernando, Vernon, and West Hollywood, and portions of the Cities of Bell, Bell Gardens, Beverly Hills, Carson, Commerce, Cudahy, Culver City, Hawthorne, Inglewood, Long Beach, Los Angeles, Lynwood, Montebello, Monterey Park, Rancho Palos Verdes, Santa Clarita, South Gate, and Torrance, in addition to considerable unincorporated territories devoted to homes and industry. The District did not have any changes in its school boundaries in FY2024.

Geographical Area: 710 square miles

Administrative Offices: 333 South Beaudry Avenue, Los Angeles, CA 90017

Form of Government: The District is governed by a seven-member Board of Education elected by voters within the district to serve alternating five-year terms. The term was extended in 2015 by Charter Amendment 2.

Name	Board District	Expiration of Term
Scott Schmerelson, President	3	December 9, 2029
Dr. Rocio Rivas, Vice President	2	December 11, 2027
Sherlett Hendy Newbill	1	December 9, 2029
Nick Melvoin	4	December 11, 2027
Karla Griego	5	December 9, 2029
Kelly Gonez	6	December 11, 2027
Tanya Ortiz Franklin	7	December 9, 2029

Name	Title
Albert M. Carvalho	Superintendent of Schools
Pedro Salcido	Deputy Superintendent, Business Services & Operations
Karla Estrada	Deputy Superintendent, Instruction
Kristen Murphy	Associate Superintendent,Talent & Labor Relations
Carolyn Spaht Gonzalez	Chief of Staff
Veronica Arreguin	Chief Strategy Officer
Martha Alvarez	Chief Legal Affairs & Government Relations Officer
Shannon Coppa	Chief Communication, Engagement & Collaboration Officer
David Greco	Classified Personnel Director
Frank Serrato	Chief Human Resources Officer
Robert Samples	Labor Relations Director
Frances Baez	Chief Academic Officer
Anthony Aguilar	Chief of Special Education, Equity and Access
Robert Whitman	Educational Transformation Officer
Pia Sadaqatmal	Chief of Transitional Programs
Christopher Mount-Benites	Chief Financial Officer
Nolberto Delgadillo	Deputy Chief Financial Officer
Soheil Katal	Chief Information Officer
Smita Malhotra	Chief Medical Director
Aaron Pisarzewicz	Chief of Police
Andres Chait	Chief School Operations Officer
Krisztina Tokes	Chief Facilities Executive
Jaime Torrens	Senior Advisor to the Superintendent
Devora Navera-Reed	General Counsel

LOS ANGELES UNIFIED SCHOOL DISTRICT

Organization Structure
Year Ended June 30, 2024
(Unaudited)

Date of Establishment: 1854 as the Common Schools for the City of Los Angeles and became a unified school district in 1960.

Fiscal Year: July 1 – June 30

Number of Schools: (As of October)	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Elementary Schools	438	436	434	435
Middle/Junior High Schools	78	78	78	78
Senior High Schools	89	87	87	87
Options Schools	54	53	59	59
Special Education Schools	13	13	12	12
Magnet Schools	65	66	67	67
Magnet Centers	245	255	262	264
Community Adult Schools	1	1	2	2
Regional Occupational Centers	7	7	7	7
Skills Centers	2	2	2	2
Early Education Centers	87	87	87	87
Infant Centers	4	4	4	4
California State Preschools	89	89	89	81
Primary School Centers	18	18	18	18
Multi-level Schools	28	28	30	29
Total Schools and Centers	1,218	1,224	1,238	1,232
Independent Charter Schools	229	227	224	221

See accompanying independent auditor's report.

OTHER INDEPENDENT AUDITOR REPORTS

SIMPSON & SIMPSON
CERTIFIED PUBLIC ACCOUNTANTS

FOUNDING PARTNERS
BRAINARD C. SIMPSON, CPA
MELBA W. SIMPSON, CPA

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Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards

To The Honorable Board of Education
Los Angeles Unified School District

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the **Los Angeles Unified School District** (the District), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the District's basic financial statements and have issued our report thereon dated December 16, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We identified a certain deficiency in internal control, described in the accompanying schedule of findings and questioned costs as item FS-2024-001 that we consider to be a significant deficiency.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

District's Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on the District's response to the findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The District's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Simpson & Simpson

Los Angeles, California
December 16, 2024

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CERTIFIED PUBLIC ACCOUNTANTS

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Independent Auditor's Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance

To The Honorable Board of Education
Los Angeles Unified School District

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited **Los Angeles Unified School District's** (the District) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2024. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

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Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Simpson & Simpson

Los Angeles, California
December 16, 2024

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Independent Auditor's Report on State Compliance and on Internal Control over Compliance

To The Honorable Board of Education
Los Angeles Unified School District

Report on Compliance

Opinion

We have audited the **Los Angeles Unified School District's** (the District) compliance with the requirements specified in the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* applicable to the District's state program requirements identified below for the year ended June 30, 2024.

In our opinion, the Los Angeles Unified School District complied, in all material respects, with the laws and regulations of the state programs noted in the table below for the year ended June 30, 2024.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above, and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Los Angeles Unified School District's state programs.

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Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit;
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances;
- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the District's internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

2023-24 K-12 Audit Guide Procedures	Procedures Performed
Local Education Agencies Other than Charter Schools:	
A. Attendance	Yes
B. Teacher Certification and Misassignments	Yes
C. Kindergarten Continuance	Yes
D. Independent Study	Yes
E. Continuation Education	Yes
F. Instructional Time	Yes
G. Instructional Materials	Yes
H. Ratio of Administrative Employees to Teachers	Yes
I. Classroom Teacher Salaries	Yes
J. Early Retirement Incentive	N/A (1)
K. Gann Limit Calculation	Yes

2023-24 K-12 Audit Guide Procedures	Procedures Performed
L. School Accountability Report Card	Yes
M. Juvenile Court Schools	N/A (2)
N. Middle or Early College High Schools	Yes
O. K-3 Grade Span Adjustment	Yes
Q. Apprenticeship: Related and Supplemental Instruction	Yes
R. Comprehensive School Safety Plan	Yes
S. District of Choice	N/A (3)
TT. Home to School Transportation Reimbursement	Yes
School Districts, County Offices of Education, and Charter Schools:	
T. Proposition 28 Arts and Music in Schools	Yes
U. After/Before School Education and Safety Program	Yes
V. Proper Expenditure of Education Protection Account Funds	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts	Yes
X. Local Control and Accountability Plan	Yes
Y. Independent Study-Course Based	N/A (4)
Z. Immunizations	Yes
AZ. Educator Effectiveness	Yes
BZ. Expanded Learning Opportunity Grant (ELO-G)	Yes
CZ. Career Technical Education Incentive Grant	Yes
DZ. Expanded Learning Opportunity Program (ELO-P)	Yes
EZ. Transitional Kindergarten	Yes
Charter Schools:	
AA. Attendance	Yes
BB. Mode of Instruction	Yes
CC. Nonclassroom-Based Instruction/Independent Study	No (5)
DD. Determination of Funding for Nonclassroom-Based Instruction	No (5)
EE. Annual Instructional Minutes – Classroom Based	Yes
FF. Charter School Facility Grant Program	N/A (6)

(1) We did not perform any procedures related to the Early Retirement Incentive Program because the District did not offer early retirement incentives during the fiscal year.

(2) We did not perform any procedures related to Juvenile Court Schools because the District does not offer this program.

(3) The District's Board of Education did not elect to operate as a school District of Choice.

(4) The District does not have any Independent Study-Course Based Programs; therefore, we did not perform any testing related to this requirement.

(5) The District's Average Daily Attendance generated from Nonclassroom-Based Instruction/Independent Study for Charter Schools fell under the materiality level stipulated in the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*; therefore, we did not perform any testing related to this requirement.

(6) The District's charter schools did not receive Charter School Facility Grant Program funding; therefore, we did not perform any testing related to this requirement.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify during the audit.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are described in the accompanying Schedule of Findings and Questioned Costs as items S-2024-001 through S-2024-013. Government Auditing Standards requires the auditor to perform limited procedures on the District's response to the noncompliance findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.* Accordingly, this report is not suitable for any other purpose.

Simpson & Simpson

Los Angeles, California
December 16, 2024

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Findings and Questioned Costs

June 30, 2024

Section I – Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
• Material weakness(es) identified?	No
• Significant deficiency(ies) identified?	Yes
Noncompliance material to financial statements?	No

Federal Awards

Internal control deficiencies over major programs:	
• Material weakness(es) identified?	No
• Significant deficiency(ies) identified?	No

Identification of major programs and type of auditor's report issued on compliance for each major program:

Assistance Listing Number	Name of Federal Program	Opinion
84.010	U.S. Department of Education – Title I Grants to Local Educational Agencies	Unmodified
84.027A, 84.173A/X	U.S. Department of Education – COVID-19 Special Education Cluster (IDEA)	Unmodified
84.287C	U.S. Department of Education – Twenty-First Century Community Learning Centers	Unmodified
84.365Z	U.S. Department of Education – English Language Acquisition State Grants	Unmodified
84.367	U.S. Department of Education – Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants)	Unmodified
84.425C/D/U	U.S. Department of Education – COVID-19 Education Stabilization Fund	Unmodified
93.575, 93.596	U.S. Department of Health and Human Services – Child Care Development Fund (CCDF) Cluster	Unmodified

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Findings and Questioned Costs

June 30, 2024

Assistance Listing Number	Name of Federal Program	Opinion
•	Any audit findings disclosed which are required to be reported in accordance with 2 CFR 200.516(a):	No
•	Dollar threshold used to distinguish between type A and type B programs:	$7,426,289
•	Auditee qualified as low risk auditee	No

State Awards

Type of auditor's report issued on compliance for state programs:	Unmodified

****

Section II – Finding(s) Relating to the Basic Financial Statements which is Required to be Reported in Accordance with Government Auditing Standards

Finding – FS-2024-001 Vulnerability Management (Significant Deficiency)

State Audit Guide Finding Code: 30000

Criteria

Scanning for and managing inventory, patch, and configuration issues are security practices designed to proactively identify and remediate technical vulnerabilities and weaknesses in information systems. Proactively managing and remediating vulnerabilities reduces, or eliminates, the potential of exploitation and involves considerably less time and effort than responding after exploitation has occurred.

- NIST SP 800-53 Revision 5, "Security and Privacy Controls for Federal Information Systems and Organizations, RA-5 (Vulnerability Monitoring and Scanning)":

  Remediate legitimate vulnerabilities in accordance with an organizational assessment of risk.

- ISO27001 Standard; A.12.6 "Technical Vulnerability Management":

  Information on technological vulnerabilities of information systems used should be obtained in a timely manner, the exposure of the organization to such vulnerabilities should be assessed and appropriate measures taken to address the risk involved.

- LAUSD Vulnerability Management Policy - BUL-129101: Section IV. Critical Vulnerabilities:

  Critical security patches may be performed outside the default or customized maintenance schedule and must be installed as soon as reasonably possible, but no later than 30 days after discovery unless approved by the Director of IT Security.

SAP Vulnerability

Condition

Our review of SAP network server vulnerability scan reports for the period of July 2023 – September 2023 revealed 1 (one) "High" severity vulnerability that remained outstanding or not remediated throughout this 3 (three) month period.

Cause and Effect

It has been represented to us that the vulnerability identified was related to the Oracle JDK used by BMC software, Control-M. ITS follows BMC's recommendations when updating the JDK, which contributed to a longer resolution time.

The lack of proactively managing and timely remediating vulnerabilities increases the risk of potential exploitation. In addition, untimely patching and fixing configuration issues can adversely impact the availability, confidentiality, and integrity of LAUSD information resources.

Recommendation

We recommend that District management monitor and remediate sensitive vulnerabilities in a timely manner. At a minimum, "Critical" and "High" severity level vulnerabilities should be remediated within 30 days of identification.

View of Responsible Officials and Corrective Action Plan

Information Technology Services (ITS) agrees with this finding.

Risk Assessment Results

We have identified no known exploits available for this vulnerability. The vulnerability identified was related to the Oracle JDK used by BMC software, Control-M. We follow BMC's recommendations when updating the JDK, which contributed to a longer resolution time. However, the vulnerability was resolved in the subsequent patch cycle.

Corrective Action

In September 2024 ITS implemented a Risk Assessment Standard Operating Procedure (SOP) to address critical vulnerabilities that cannot be patched within 30 days. The SOP requires a risk assessment which lists compensating controls to reduce the risk and logs the risk in a risk register for ongoing monitoring until the risk is remediated.

The following compensating controls were implemented to mitigate this vulnerability:

- Flagged servers with SOC for critical monitoring began December 2022.
- EDR to detect, prevent, and respond to malware and unauthorized access was implemented in September 2022.
- Next generation firewalls providing deep packet inspection, intrusion prevention, application layer controls, and SIEM integration were implemented in September 2022.
- SAP not accessible outside the firewall without limited VPN access was implemented in September 2022.

Target Completion: Completed 9/30/2024

Name: Douglas Le
Title/Division: Senior ERP Director Business Systems/Information Technology Services (ITS)
Telephone: 213.241.1586

MiSiS Vulnerability

Condition

Our review of MISIS network server vulnerability scan reports for the period of July 2023 – September 2023 revealed seven (7) "Critical" severity vulnerabilities and 145 "High" severity level vulnerabilities remained outstanding or not remediated throughout this three (3) month period.

Cause and Effect

The lack of proactively managing and timely remediating vulnerabilities increases the risk of potential exploitation. In addition, untimely patching and fixing configuration issues can adversely impact the availability, confidentiality, and integrity of LAUSD information resources.

This risk is increased for systems that contain individual student data.

Recommendation

We recommend that District management monitor and remediate sensitive vulnerabilities in a timely manner. At a minimum, "Critical" and "High" severity level vulnerabilities should be remediated within 30 days of identification.

View of Responsible Officials and Corrective Action Plan

Information Technology Services (ITS) agrees with this finding.

Risk Assessment Results

Two (2) of the critical vulnerabilities identified had known exploits. All the findings from the previous vulnerabilities report have been resolved.

Corrective Action

In September 2024 ITS implemented a Risk Assessment Standard Operating Procedure (SOP) to address critical vulnerabilities that cannot be patched within 30 days. The SOP requires a risk assessment which lists compensating controls to reduce the risk and logs the risk in a risk register for ongoing monitoring until the risk is remediated.

The following compensating controls were implemented to mitigate this vulnerability:

- Flagged servers with SOC for critical monitoring began December 2022.
- EDR to detect, prevent, and respond to malware and unauthorized access was implemented in September 2022.
- Next generation firewalls providing deep packet inspection, intrusion prevention, application layer controls, and SIEM integration were implemented in September 2022.
- MISIS not accessible outside the firewall without limited VPN access was implemented in September 2022.

Target Completion: Completed 9/30/2024.

Name: Douglas Le
Title/Division: Senior ERP Director Business Systems/ITS
Telephone: 213.241.1586

CMS Vulnerability

Condition

Our review of CMS network server vulnerability scan reports for the period of July 2023 – September 2023 revealed 27 "Critical" severity level vulnerabilities and 133 "High" severity level vulnerabilities that remained outstanding or not remediated throughout this three (3) month period.

We also noted that one (1) critical severity level CMS server vulnerability that remained outstanding for another three-month period, i.e., from October 2023 – December 2023)

Cause and Effect

July 2023 – September 2023 Vulnerabilities: IT was represented to us by ITS that due to resource constraints, ITS faced challenges in adhering to our established patching cycle during this period, which resulted in a delay in addressing these vulnerabilities.

October 2023 – December 2023 Vulnerabilities: IT was represented to us by ITS that to patch the SSL vulnerability, the server needed to be upgraded to a compatible version of Red Hat Enterprise Linux (RHEL) that supports the latest TLS protocols. The delay in upgrading was due to the need for thorough planning, testing, and coordination to ensure compatibility with our existing systems and applications.

The lack of proactively managing and timely remediating vulnerabilities increases the risk of potential exploitation. In addition, untimely patching and fixing configuration issues can adversely impact the availability, confidentiality, and integrity of LAUSD information resources.

Recommendation

We recommend that District management monitor and remediate sensitive vulnerabilities in a timely manner. At a minimum, "Critical" and "High" severity level vulnerabilities should be remediated within 30 days of identification.

View of Responsible Officials and Corrective Action Plan

July 2023 – September 2023 Vulnerabilities

Information Technology Services (ITS) agrees with this finding.

Risk Assessment Results

15 of the critical vulnerabilities identified had known exploits. Due to resource constraints, we faced challenges in adhering to our established patching cycle during this period, which resulted in a delay in addressing these vulnerabilities. However, by the September patch cycle, all identified vulnerabilities were remediated.

Compensating Controls

The following compensating controls were implemented to mitigate this vulnerability:

- Flagged servers with SOC for critical monitoring began December 2022.
- EDR to detect, prevent, and respond to malware and unauthorized access was implemented in September 2022.
- Next generation firewalls providing deep packet inspection, intrusion prevention, application layer controls, and SIEM integration were implemented in September 2022.
- CMS not accessible outside the firewall without limited VPN access was implemented in September 2022.

Corrective Action

Onboard vendor to alleviate resource constraints. ITS solicited and received Board approval in April 2024 for Data Center Patch Management Services. Onboarding of the managed service provider for Data Center Patch Management Services commenced after Board Approval.

Target Completion: Completed 4/30/2024

October 2023 – December 2023 Vulnerabilities

Information Technology Services (ITS) agrees with this finding.

Risk Assessment Results

Vulnerability relates to the use of deprecated encryption protocol.

To patch the SSL vulnerability, the server needed to be upgraded to a compatible version of Red Hat Enterprise Linux (RHEL) that supports the latest TLS protocols. The delay in upgrading was due to the need for thorough planning, testing, and coordination to ensure compatibility with our existing systems and applications. Since upgrading the operating system involves careful assessment to avoid potential impacts and disruptions, this resulted in a longer time to apply the patch. The identified vulnerability was resolved in the subsequent patch cycle.

Corrective Action

In September 2024 ITS implemented a Risk Assessment Standard Operating Procedure (SOP) to address critical vulnerabilities that cannot be patched within 30 days. The SOP requires a risk assessment which lists compensating controls to reduce the risk and logs the risk in a risk register for ongoing monitoring until the risk is remediated.

The following compensating controls were implemented to mitigate this vulnerability:

- Flagged servers with SOC for critical monitoring began December 2022.
- EDR to detect, prevent, and respond to malware and unauthorized access was implemented in September 2022.
- Next generation firewalls providing deep packet inspection, intrusion prevention, application layer controls, and SIEM integration were implemented in September 2022.
- SAP not accessible outside the firewall without limited VPN access was implemented in September 2022.

Target Completion: Completed 9/30/2024

Name: Douglas Le
Title/Division: Senior ERP Director Business Systems/ITS
Telephone: 213.241.1586

Welligent Vulnerability

Condition

Our review of Welligent network vulnerability scan reports for the period of July 2023 – September 2023 revealed one (1) "Critical" severity level vulnerabilities and nine (9) "High" severity level vulnerabilities that remained outstanding or not remediated throughout this three (3) month period.

Cause and Effect

ITS represented to us that Red Hat and Oracle are not always in alignment with Tenable scans. Red Hat and Oracle do not have a fixed timeline for releasing patches and often, the patches for vulnerabilities discovered by Tenable are not available.

The lack of proactively managing and timely remediating vulnerabilities increases the risk of potential exploitation. In addition, untimely patching and fixing configuration issues can adversely impact the availability, confidentiality, and integrity of LAUSD information resources.

This risk is increased for systems that contain sensitive student data to include Individualized Education Programs (IEP) in some instances containing student PHI (Personal Health Information).

Recommendation

We recommend that District management monitor and remediate sensitive vulnerabilities in a timely manner. At a minimum, "Critical" and "High" severity level vulnerabilities should be remediated within 30 days of identification.

View of Responsible Officials and Corrective Action Plan

Information Technology Services (ITS) agrees with this finding.

Risk Assessment Results

Critical vulnerability relates to log4j vulnerability.

The ITS Welligent team practices monthly OS and DBA security vulnerability patching. For each patching event, ITS Operating System (OS) Administrators and Database (DB) Administrators team apply the latest patches that are available at that time. The reason why the (1) critical and nine (9) high severity vulnerabilities appear outstanding even though monthly patching activities have occurred is that Red Hat and Oracle are not always in alignment with Tenable scans. Red Hat and Oracle do not have a fixed timeline for releasing patches and often, the patches for
vulnerabilities discovered by Tenable are not available. For each patching event, OS/DBA team confirms that Welligent servers are up to date with patches.

Out of the 10 noted vulnerabilities, 9 were cleared by October 16, 2023, and the last was cleared by December 20, 2023.

Corrective Action

Beginning April 2024, the ITS Welligent team began submitting Security Exception Requests to the ITS Security Team for vulnerabilities that were discovered by Tenable but without a patch available by Red Hat/Oracle.

In September 2024 ITS implemented a Risk Assessment Standard Operating Procedure (SOP) to address critical vulnerabilities that cannot be patched within 30 days. The SOP requires a risk assessment which lists compensating controls to reduce the risk and logs the risk in a risk register for ongoing monitoring until the risk is remediated.

The following compensating controls were implemented to mitigate this vulnerability:

- Flagged servers with SOC for critical monitoring began December 2022.
- EDR to detect, prevent, and respond to malware and unauthorized access was implemented in September 2022.
- Next generation firewalls providing deep packet inspection, intrusion prevention, application layer controls, and SIEM integration were implemented in September 2022.
- Wellilgent not accessible outside the firewall without limited VPN access was implemented in September 2022.

Target Completion: Completed 9/30/2024.

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Maximo Vulnerability

Condition

Our review of Maximo network vulnerability scan reports for the period of October 2023 – December 2023 revealed 11 "Critical" severity level vulnerabilities and 22 "High" severity level vulnerabilities that remained outstanding or not remediated throughout this three (3) month period.

Cause and Effect

ITS represented to us that Maximo is an IBM supported product and timing of patching their software depends on IBM's release schedule.

The lack of proactively managing and timely remediating vulnerabilities increases the risk of potential exploitation. In addition, untimely patching and fixing configuration issues can adversely impact the availability, confidentiality, and integrity of LAUSD information resources.

Recommendation

We recommend that District management monitor and remediate sensitive vulnerabilities in a timely manner. At a minimum, "Critical" and "High" severity level vulnerabilities should be remediated within 30 days of identification.

View of Responsible Officials and Corrective Action Plan

Information Technology Services (ITS) agrees with this finding.

Risk Assessment Results

Same critical vulnerability on 11 servers has known exploit.

The issues noted have been addressed and patches to address new vulnerabilities are applied when they become available. MAXIMO is an IBM supported product and timing of patching their software depends on IBM's release schedule. The latest security scan from Aug 26, 2024 doesn't reveal any critical vulnerabilities.

Corrective Action

In September 2024 ITS implemented a Risk Assessment Standard Operating Procedure (SOP) to address critical vulnerabilities that cannot be patched within 30 days. The SOP requires a risk assessment which lists compensating controls to reduce the risk and logs the risk in a risk register for ongoing monitoring until the risk is remediated.

The following compensating controls were implemented to mitigate this vulnerability:

- Flagged servers with SOC for critical monitoring began December 2022.
- EDR to detect, prevent, and respond to malware and unauthorized access was implemented in September 2022.
- Next generation firewalls providing deep packet inspection, intrusion prevention, application layer controls, and SIEM integration were implemented in September 2022.
- Maximo not accessible outside the firewall without limited VPN access was implemented in September 2022.

Target Completion: Completed 9/30/2024

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Application Code Vulnerability Management

Criteria

Application-level scanning tools are designed to interrogate application code to identify bugs, errors, and security flaws within the code of an application system. Such code scanners identify vulnerabilities impacting the safety of an application that can leave it open to a cyberattack. Accordingly, scanning for code level vulnerabilities is an essential component to an organization's vulnerability management program. Proactively managing and remediating vulnerabilities reduces, or can eliminate, the potential of exploitation and involves considerably less time and effort than responding after exploitation has occurred.

- NIST SP 800-53 Revision 5, "Security and Privacy Controls for Federal Information Systems and Organizations, RA-5 (Vulnerability Monitoring and Scanning)":
  Remediate legitimate vulnerabilities in accordance with an organizational assessment of risk.

- ISO27001 Standard; A.12.6 "Technical Vulnerability Management":
  Information on technological vulnerabilities of information systems used should be obtained in a timely manner, the exposure of the organization to such vulnerabilities should be assessed and appropriate measures taken to address the risk involved.

- LAUSD Vulnerability Management Policy - BUL-129101: Section IV. Critical Vulnerabilities:
  *Critical security patches may be performed outside the default or customized maintenance schedule and must be installed as soon as reasonably possible, but no later than **30 days after discovery** unless approved by the Director of IT Security.*

Condition

Unavailable Application Code Vulnerability Scan Reports

Application code vulnerability scan results reports could not be provided by ITS for the following (in-scope) accounting applications and corresponding periods during the year under audit (FY 2024):

▪ SAP (Onapsis)	October 2023 – January 2024
▪ CMS	July 2023 to June 2024
▪ Welligent (Veracode)	July 2023 to November 2023
▪ Colin	July 2023 to June 2024
▪ Maximo	July 2023 to June 2024

October 2023 – January 2024 was the period SAP servers resided under ITS operational control.

Unresolved Application Code Vulnerabilities

Our review of MISIS application code vulnerabilities scan reports for the period of July 2023 through June 2024 revealed that two (2) Very High (critical) and four (4) High level application code vulnerabilities (flaws) remained outstanding on two (2) consecutive monthly Veracode (application code) scan reports dated as of July 23, 2024 and August 27, 2024 respectively. When we requested the June 2023 Veracode scan report to determine when the vulnerabilities/flaws occurred, ITS informed us that the report was unavailable as the application code scan process was not automated until July 2023. However, the two (2) Very High (critical) remained outstanding for more than 30 days after discovery by ITS.

Cause and Effect

- During October 2023 – January 2024, ITS was engaged in the SAP migration from on-premises to the cloud service provider resulting in the Onapsis tool, which was installed on the decommissioned servers, not being run for the requested period.
- We were informed by ITS management that Maximo and CMS are supported by a vendor (e.g., IBM for Maximo) and the source code is not available to scan for application code vulnerabilities. Also, a static code scan of Maximo and CMS object code using a tool like Veracode, would require the vendor to grant the District access to their respective proprietary code. The District currently does not have such access approval.
- Welligent scan reports were not archived from July 2023 to November 2023.
- Colin do not have available source code scanning tools.

Recommendation

We recommend that District management monitor and remediate sensitive vulnerabilities in a timely manner. At a minimum, “Critical” and “High” severity level vulnerabilities should be remediated within 30 days of identification.

View of Responsible Officials and Corrective Action Plan

MISIS Application Code

Information Technology Services (ITS) agrees with this finding.

Risk Assessment Results

Risk of deploying code changes during the School Opening Freeze ranked higher than code vulnerabilities.

Both Critical and High Vulnerabilities were addressed in September 2023. Those vulnerabilities were not resolved in the August 2023 Veracode production scanning report due to the ITS School Opening code freeze policy.

Corrective Action

In September 2024 ITS implemented a Risk Assessment Standard Operating Procedure (SOP) to address critical vulnerabilities that cannot be patched within 30 days. The SOP requires a risk assessment which lists compensating controls to reduce the risk and logs the risk in a risk register for ongoing monitoring until the risk is remediated.

The following compensating controls were implemented to mitigate this vulnerability:

- Flagged servers with SOC for critical monitoring began December 2022.
- EDR to detect, prevent, and respond to malware and unauthorized access was implemented in September 2022.
- Next generation firewalls providing deep packet inspection, intrusion prevention, application layer controls, and SIEM integration were implemented in September 2022.
- MISIS not accessible outside the firewall without limited VPN access was implemented in September 2022.

Target completion: Completed 9/30/2024

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MAXIMO Application Code

Not Applicable.

MAXIMO is an off-the-shelf product no source code scan is available.

Following industry practices where vendors retain source code for off-the-shelf products, we rely on vendor contracts and license agreements for security compliance.

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COLIN Application Code

Information Technology Services (ITS) agrees with this finding.

Risk Assessment Results

COLIN production source code is currently not being scanned for vulnerabilities.

Compensating Controls

The following compensating controls were implemented to mitigate this vulnerability:

- Flagged servers with SOC for critical monitoring began December 2022.
- EDR to detect, prevent, and respond to malware and unauthorized access was implemented in September 2022.
- Next generation firewalls providing deep packet inspection, intrusion prevention, application layer controls, and SIEM integration was implemented in September 2022.
- COLIN not accessible outside the firewall without limited VPN access.

Corrective Action

Evaluate if COLIN source code can be scanned with existing tools, and begin regular code scans if capable.

Target Completion: 6/30/2025

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CMS Application Code

Not applicable. CMS is an off-the-shelf product, and no source code scan is available.

Following industry practices where vendors retain source code for off-the-shelf products, we rely on vendor contracts and license agreements for security compliance.

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Welligent Application Code

Information Technology Services (ITS) agrees with this finding.

Risk Assessment Results

Welligent is third-party software supported by Continuum Cloud, which owns the risk of ensuring its code is secure.

Compensating Controls

The following compensating controls were implemented to mitigate this vulnerability:

- Flagged servers with SOC for critical monitoring began December 2022.
- EDR to detect, prevent, and respond to malware and unauthorized access was implemented in September 2022.
- Next generation firewalls providing deep packet inspection, intrusion prevention, application layer controls, and SIEM integration was implemented in September 2022.
- Welligent not accessible outside the firewall without limited VPN access was implemented in September 2022.

Welligent has performed Veracode scans monthly since 2022, however, only reports from December 2023-Present were archived. Those reports were provided.

Corrective Action

Welligent is moving to the cloud and its code will be wholly owned by vendor.

Target Completion: 12/31/2024

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SAP Application Code

Information Technology Services (ITS) agrees with this finding.

Risk Assessment Results

Minimal risk as on-premises (on-prem) servers have been decommissioned.

During the specified period, the District was in the process of migrating our database from on-prem to the cloud. After the successful migration, the on-prem servers were decommissioned, and consequently, the SAP Onapsis tool, which was installed on those servers, could not be run for the requested duration (period).

Compensating Controls

The following compensating controls were implemented to mitigate this vulnerability:

1. Onapsis was installed and monitoring on prem servers before decommissioning. Onapsis is protecting SAP systems since 6/29/2020. During the Audit period i.e. from July 2023 through Dec 2023 Onapsis was active for on-prem systems.
2. On prem servers have been decommissioned since 3/12/2024.
3. Onapsis has been installed and is in use for SAP's cloud environment since on 3/14/2024

Corrective Action

Onapsis scan reports from our cloud servers can be provided from the point of migration to the present date. These reports can be generated using the same tool in our current cloud environment and reflect the application scans moving forward.

Target completion: Completed 3/31/2024

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LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Findings and Questioned Costs

June 30, 2024

Section III – Findings and Questioned Costs Relating to Federal Awards

No matters were reported.

Section IV – Findings and Questioned Costs Relating to State Awards

S-2024-001 – Regular and Special Day Classes – Attendance Computations

State Program: Attendance Accounting: Attendance Reporting

State Audit Guide Finding Codes: 10000 and 40000

Schools Affected

- 7th Street Elementary Arts Integration Magnet
- Balboa Elementary Gifted/Highly Gifted/High Ability Magnet
- Benjamin Banneker Career and Transition Center
- Bret Harte Preparatory Middle School
- Burton Street Elementary
- Caroldale Learning Community
- Century Park Elementary
- Cesar E Chavez Learning Academy - Academy of Sci Exploration
- Compton Avenue Elementary
- Daniel Pearl Senior High Journalism & Communications Magnet
- Danube Avenue Elementary
- Diane S Leichman Career Preparatory and Transition Center
- Dr James Edward Jones Primary Center
- Dyer Street Elementary
- Elizabeth LC DL Two-Way Im Arabic
- Elizabeth Learning Center
- Fairburn Avenue Elementary
- Garvanza Elementary Technology/Leadership Magnet
- Glenwood Elementary
- Grape Street Elementary
- Halldale Elementary
- Hancock Park Elementary
- Haskell Elementary STEAM Magnet
- Horace Mann UCLA Community School
- Lanai Road Elementary
- Lankershim Elementary
- Legacy Senior High Sci Tech Engineering Arts Math
- Leo Politi Elementary
- Liberty Boulevard Elementary
- Lillian Street Elementary
- Los Angeles Senior High STEAM Magnet
- Los Feliz Science/Tech/Engineer/Math/Medicine Magnet
- Loyola Village Elementary Fine/Performing Arts Magnet
- Mark Twain Middle School
- Mark Twain Middle School World Languages Magnet
- Narbonne SH-Humanities & Arts (HArts) Academy of Los Angeles

- Orthopaedic Hospital Senior High Medical Magnet
- Oxnard Street Elementary
- Panorama City Elementary
- RFK Comm Schls - New Open World Academy K-12
- Rowan Avenue Elementary
- Samuel Gompers MS University Pathways Medical Magnet Academy
- Sharp Avenue Elementary
- Sierra Park Elementary
- Sylvan Park Elementary
- Theodore Roosevelt Senior High
- Thomas Bradley Global Awareness Magnet
- Toland Way Elementary
- Virgil Middle School
- Walnut Park Middle School - Sci Tech Eng and Math Academy
- Wilmington Middle School STEAM Magnet
- Young Empowered Scholars Academy

Criteria

California Education Code, Section 46300(a) – In computing average daily attendance of a school district or county office of education, there shall be included the attendance of pupils while engaged in educational activities required of those pupils under the immediate supervision and control of an employee of the district or county office who possessed a valid certification document, registered as required by law.

Condition, Cause and Effect

For our sample of 135 schools, we obtained the Student Monthly Attendance Summary Reports (SMASRs) for a sample of teachers for school month two (2). SMASRs are system-generated reports from the District's My Integrated Student Information System (MiSiS), a system utilized by the teachers to electronically input, submit and certify student attendance daily. We verified whether these SMASRs were reported accurately in the *Second Principal Report (P2)* and the *Annual Principal Report (P3).* We obtained the monthly statistical reports where all the SMASRs are summarized, for our sampled schools and we verified whether the SMASRs were completely and accurately summarized. We then traced these monthly statistical reports to the Attendance Ledgers, which in turn were traced to the *Second Principal Report (P2)* and the *Annual Principal Report (P3).*

To test the integrity of the data reported in the sampled SMASRs, we selected a sample of absences from notes, phone logs and other absence records and compared them to the SMASRs to verify that they were not included in the calculation of Average Daily Attendance reported in the P2. In addition, since the SMASRs are generated through MiSiS, we also tested the system's general internal controls which included but were not limited to appropriate access controls. We selected a sample of 148,233 days of attendance and 10,291 days of absences for testing and noted the following findings, resulting due to staff's untimely update of student's attendance records:

- **7th Street Elementary Arts Integration Magnet** - Out of the 984 days of attendance and 42 days of absences sampled, we noted the following exceptions:
  - We identified three (3) teachers for which the school was unable to provide absence notes. As such, we were unable to perform procedures over the absence notes and unable to determine the existence of questioned costs.

- **Balboa Elementary Gifted/Highly Gifted/High Ability Magnet** - Out of the 1,345 days of attendance and 32 days of absences sampled, we noted the following exceptions:
  - Four (4) students were absent for a total of four (4) days, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Benjamin Banneker Career and Transition Center** - Out of the 621 days of attendance and 66 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Bret Harte Preparatory Middle School** - Out of the 1,086 days of attendance and 124 days of absences sampled, we noted the following exceptions:
  - One (1) student was absent for a total of four (4) days, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Burton Street Elementary** - Out of the 1,109 days of attendance and 89 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Caroldale Learning Community** - Out of the 2,120 days of attendance and 122 days of absences sampled, we noted the following exceptions:
  - Two (2) students were absent for a total of two (2) days, as evidenced by an absence note, but were recorded as present in the SMASR.

- **Century Park Elementary** - Out of the 838 days of attendance and 55 days of absences sampled, we noted the following exceptions:
  - One (1) student was absent for a total of two (2) days, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Cesar E Chavez Learning Academy - Academy of Sci Exploration** - Out of the 1,186 days of attendance and 92 days of absences sampled, we noted the following exceptions:
  - Five (5) students were absent for a total of eight (8) days, as evidenced by an absence note, but were recorded as present in the SMASR.
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR. The school updated MiSiS to reflect the student as absent prior to P2 reporting but subsequent to providing the SMASR. As MiSiS has been updated to reflect the correct attendance of the student prior to P2 reporting, this does not lead to questioned costs.

- **Compton Avenue Elementary** - Out of the 738 days of attendance and 40 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Daniel Pearl Senior High Journalism & Communications Magnet** - Out of the 1,011 days of attendance and 124 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR. The school updated MiSiS to reflect the student as absent prior to P2 reporting but subsequent to providing the SMASR. As MiSiS has been updated to reflect the correct attendance of the student prior to P2 reporting, this does not lead to questioned costs.

- **Danube Avenue Elementary** - Out of the 1,197 days of attendance and 76 days of absences sampled, we noted the following exceptions:
  - Two (2) students were absent for a total of two (2) days, as evidenced by an absence note, but were recorded as present in the SMASR.

- **Diane S Leichman Career Preparatory and Transition Center** - Out of the 595 days of attendance and 28 days of absences sampled, we noted the following exceptions:
  - Five (5) students were absent for a total of eight (8) days, as evidenced by an absence note, but were recorded as present in the SMASR.

- **Dr James Edward Jones Primary Center** - Out of the 891 days of attendance and 45 days of absences sampled, we noted the following exceptions:
  - Two (2) students were absent for a total of two (2) days, as evidenced by an absence note, but were recorded as present in the SMASR.

- **Dyer Street Elementary** - Out of the 1,014 days of attendance and 88 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR. The school updated MiSiS to reflect the student as absent prior to P2 reporting but subsequent to providing the SMASR. As MiSiS has been updated to reflect the correct attendance of the student prior to P2 reporting, this does not lead to questioned costs.

- **Elizabeth LC DL Two-Way Im Arabic** - Out of the 690 days of attendance and 46 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Elizabeth Learning Center** - Out of the 1,875 days of attendance and 158 days of absences sampled, we noted the following exceptions:
  - Two (2) students were absent for a total of three (3) days, as evidenced by an absence note, but were recorded as present in the SMASR.

- **Fairburn Avenue Elementary** - Out of the 1,489 days of attendance and 88 days of absences sampled, we noted the following exceptions:
  - One (1) student was absent for a total of two (2) days, as evidenced by an absence note but was marked as present in the SMASR.

- **Garvanza Elementary Technology/Leadership Magnet** - Out of the 1,103 days of attendance and 75 days of absences sampled, we noted the following exceptions:
  - Two (2) students were absent for a total of two (2) days, as evidenced by an absence note, but were recorded as present in the SMASR.

- **Glenwood Elementary** - Out of the 1,177 days of attendance and 67 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was marked as present in the SMASR.

- **Grape Street Elementary** - Out of the 993 days of attendance and 78 days of absences sampled, we noted the following exceptions:
  - Four (4) students were absent for a total of four (4) days, as evidenced by an absence note, but were recorded as present in the SMASR.

- **Halldale Elementary** - Out of the 1,082 days of attendance and 80 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was marked as present in the SMASR. The school updated MiSiS to reflect the student as absent prior to P3 reporting but subsequent to providing the SMASR. As MiSiS has been updated to reflect the correct attendance of the student prior to P3 reporting, this does not lead to questioned costs.

- **Hancock Park Elementary** - Out of the 1,328 days of attendance and 85 days of absences sampled, we noted the following exceptions:
  - We identified three (3) teachers for which the school was unable to provide absence notes. As such, we were unable to perform procedures over the absence notes and unable to determine the existence of questioned costs.

- **Haskell Elementary STEAM Magnet** - Out of the 1,308 days of attendance and 60 days of absences sampled, we noted the following exceptions:
  - Two (2) students were absent for a total of two (2) days, as evidenced by an absence note, but were recorded as present in the SMASR.

- **Horace Mann UCLA Community School** - Out of the 1,133 days of attendance and 94 days of absences sampled, we noted the following exceptions:
  - Three (3) students were absent for a total of three (3) days, as evidenced by an absence note, but were recorded as present in the SMASR.
  - We identified three (3) teachers for which the school was unable to provide absence notes. As such, we were unable to perform procedures over the absence notes and unable to determine the existence of questioned costs.

- **Lanai Road Elementary** - Out of the 1,309 days of attendance and 40 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was marked as present in the SMASR. The school updated MiSiS to reflect the student as absent prior to P2 reporting but subsequent to providing the SMASR. As MiSiS has been updated to reflect the correct attendance of the student prior to P2 reporting, this does not lead to questioned costs.

- **Lankershim Elementary** - Out of the 1,167 days of attendance and 83 days of absences sampled, we noted the following exceptions:

  Two (2) students were absent for a total of three (3) days, as evidenced by an absence note, but were recorded as present in the SMASR.

- **Legacy Senior High Sci Tech Engineering Arts Math** - Out of the 1,783 days of attendance and 98 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was marked as present in the SMASR.

- **Leo Politi Elementary** - Out of the 488 days of attendance and 82 days of absences sampled, we noted the following exceptions:
  - We identified two (2) teachers for which the school was unable to provide absence notes. As such, we were unable to perform procedures over the absence notes and unable to determine the existence of questioned costs.

- **Liberty Boulevard Elementary** - Out of the 1,183 days of attendance and 79 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was marked as present in the SMASR. The school updated MiSiS to reflect the student as absent prior to P3 reporting but subsequent to providing the SMASR. As MiSiS has been updated to reflect the correct attendance of the student prior to P3 reporting, this does not lead to questioned costs.

- **Lillian Street Elementary** - Out of the 1,038 days of attendance and 64 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR. The school updated MiSiS to reflect the student as absent prior to P2 reporting but subsequent to providing the SMASR. As MiSiS has been updated to reflect the correct attendance of the student prior to P2 reporting, this does not lead to questioned costs.

- **Los Angeles Senior High STEAM Magnet** - Out of the 292 days of attendance and 12 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Los Feliz Science/Tech/Engineer/Math/Medicine Magnet** - Out of the 1,181 days of attendance and 86 days of absences sampled, we noted the following exceptions:
  - Three (3) students were absent for a total of four (4) days, as evidenced by an absence note, but were recorded as present in the SMASR.

- **Loyola Village Elementary Fine/Performing Arts Magnet** - Out of the 917 days of attendance and 71 days of absences sampled, we noted the following exceptions:
  - Four (4) students were absent for a total of five (5) days, as evidenced by an absence note, but were recorded as present in the SMASR.
  - We identified three (3) teachers for which the school was unable to provide absence notes. As such, we were unable to perform procedures over the absence notes and unable to determine the existence of questioned costs.

- **Mark Twain Middle School** - Out of the 1,437 days of attendance and 64 days of absences sampled, we noted the following exceptions:
  - Two (2) students were absent for a total of two (2) days, as evidenced by an absence note, but were recorded as present in the SMASR.

- **Mark Twain Middle School World Languages Magnet** - Out of the 344 days of attendance and 17 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Narbonne SH-Humanities & Arts (HArts) Academy of Los Angeles** - Out of the 1,273 days of attendance and 95 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Orthopaedic Hospital Senior High Medical Magnet** - Out of the 1,046 days of attendance and 56 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Oxnard Street Elementary** – Out of the 818 days of attendance and 97 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Panorama City Elementary** – Out of the 1,265 days of attendance and 46 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR.

- **RFK Comm Schls - New Open World Academy K-12** - Out of the 2,361 days of attendance and 147 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Rowan Avenue Elementary** - Out of the 591 days of attendance and 36 days of absences sampled, we noted the following exceptions:
  - Two (2) students were absent for a total of two (2) days, as evidenced by an absence note, but were recorded as present in the SMASR.

- **Samuel Gompers MS University Pathways Medical Magnet Academy** - Out of the 910 days of attendance and 105 days of absences sampled, we noted the following exceptions:
  - Eight (8) students were absent for a total of thirteen (13) days, as evidenced by an absence note, but were recorded as present in the SMASR.

- **Sharp Avenue Elementary** - Out of the 1,035 days of attendance and 105 days of absences sampled, we noted the following exceptions:
  - Two (2) students were absent for a total of two (2) days, as evidenced by an absence note, but were recorded as present in the SMASR.
  - We identified two (2) teachers for which the school was unable to provide absence notes. As such, we were unable to perform procedures over the absence notes and unable to determine the existence of questioned costs.

- **Sierra Park Elementary** - Out of the 1,181 days of attendance and 138 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR. The school updated MiSiS to reflect the student as absent prior to P2 reporting but subsequent to providing the SMASR. As MiSiS has been updated to reflect the correct attendance of the student prior to P2 reporting, this does not lead to questioned costs.

- **Sylvan Park Elementary** - Out of the 864 days of attendance and 90 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Theodore Roosevelt Senior High** - Out of the 1,208 days of attendance and 124 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR. The school updated MiSiS to reflect the student as absent prior to P2 reporting but subsequent to providing the SMASR. As MiSiS has been updated to reflect the correct attendance of the student prior to P2 reporting, this does not lead to questioned costs.

- **Thomas Bradley Global Awareness Magnet** - Out of the 1,014 days of attendance and 83 days of absences sampled, we noted the following exceptions:
  - We identified two (2) teachers for which the school was unable to provide absence notes. As such, we were unable to perform procedures over the absence notes and unable to determine the existence of questioned costs.

- **Toland Way Elementary** - Out of the 700 days of attendance and 98 days of absences sampled, we noted the following exceptions:
  - One(1) student was absent for a total of two (2) days, as evidenced by an absence note, but were recorded as present in the SMASR.
  - One (1) student was absent for a total of two (2) days, as evidenced by an absence note, but were recorded as present in the SMASR. The school updated MiSiS to reflect the student as absent prior to P2 reporting but subsequent to providing the SMASR. As MiSiS has been updated to reflect the correct attendance of the student prior to P2 reporting, this does not lead to questioned costs.

- **Virgil Middle School** - Out of the 623 days of attendance and 54 days of absences sampled, we noted the following exceptions:
  - Three (3) students were absent for a total of three (3) days, as evidenced by an absence note, but were recorded as present in the SMASR.

- **Walnut Park Middle School - Sci Tech Eng and Math Academy** - Out of the 1,359 days of attendance and 79 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Wilmington Middle School STEAM Magnet** - Out of the 1,339 days of attendance and 86 days of absences sampled, we noted the following exception:
  - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Young Empowered Scholars Academy** - Out of the 796 days of attendance and 116 days of absences sampled, we noted the following exceptions:
  - Five (5) students were absent for a total of six (6) days, as evidenced by an absence note, but were recorded as present in the SMASR.
  - We identified two (2) teachers for which the school was unable to provide absence notes. As such, we were unable to perform procedures over the absence notes and unable to determine the existence of questioned costs.

These findings are repeat findings, having been reported previously at June 30, 2023 (S-2023-001), but for different schools.

Questioned Costs

- Grades TK/K-3: 33 days/142 days = 0.23 ADA overstated * $15,008.62 = $3,451.98
- Grades 4 to 6: 26 days/142 days = 0.18 ADA overstated * $13,799.82 = $2,483.97
- Grades 7 to 8: 12 days/142 days = 0.08 ADA overstated * $14,208.23 = $1,136.66
- Grades 9 to 12: 35 days/142 days = 0.25 ADA overstated * $16,894.46 = $4,223.62

- Balboa Elementary Gifted/Highly Gifted/High Ability Magnet
  - Grades TK/K-3: 2 days/142 days in single track school year
  - Grades 4 to 6: 2 days/142 days in single track school year
- Benjamin Banneker Career and Transition Center
  - Grades 9 to 12: 1 day/142 days in single track school year
- Bret Harte Preparatory Middle School
  - Grades 7 to 8: 4 days/142 days in single track school year
- Burton Street Elementary
  - Grades 4 to 6: 1 day/142 day in single track school year
- Caroldale Learning Community
  - Grades 7 to 8: 2 days/142 days in single track school year
- Century Park Elementary
  - Grades TK/K-3: 2 days/142 days in single track school year
- Cesar E Chavez Learning Academy - Academy of Sci Exploration
  - Grades 9 to 12: 8 days/142 days in single track school year
- Compton Avenue Elementary
  - Grades 4 to 6: 1 day/142 days in single track school year
- Danube Avenue Elementary
  - Grades 4 to 6: 2 days/142 days in single track school year
- Diane S Leichman Career Preparatory and Transition Center
  - Grades 9 to 12: 8 days/142 days in single track school year
- Dr James Edward Jones Primary Center
  - Grades TK/K-3: 2 days/142 days in single track school year
- Elizabeth LC DL Two-Way Im Arabic
  - Grades TK/K-3: 1 day/142 days in single track school year
- Elizabeth Learning Center
  - Grades 4 to 6: 3 days/142 days in single track school year
- Fairburn Avenue Elementary
  - Grades 4 to 6: 2 days/142 days in single track school year
- Garvanza Elementary Technology/Leadership Magnet
  - Grades 4 to 6: 2 days/142 days in single track school year
- Glenwood Elementary
  - Grades TK/K-3: 1 day/142 days in single track school year
- Grape Street Elementary
  - Grades TK/K-3: 4 days/142 days in single track school year
- Haskell Elementary STEAM Magnet
  - Grades TK/K-3: 2 days/142 days in single track school year

- Horace Mann UCLA Community School
  - Grades 4 to 6: 1 day/142 days in single track school year
  - Grades 7 to 8: 1 day/142 days in single track school year
  - Grades 9 to 12: 1 day/142 days in single track school year
- Lankershim Elementary
  - Grades TK/K-3: 2 days/142 days in single track school year
  - Grades 4 to 6: 1 day/142 days in single track school year
- Legacy Senior High Sci Tech Engineering Arts Math
  - Grades 9 to 12: 1 day/142 days in single track school year
- Los Angeles Senior High STEAM Magnet
  - Grades 9 to 12: 1 day/142 days in single track school year
- Los Feliz Science/Tech/Engineer/Math/Medicine Magnet
  - Grades TK/K-3: 2 days/142 days in single track school year
  - Grades 4 to 6: 2 days/142 days in single track school year
- Loyola Village Elementary Fine/Performing Arts Magnet
  - Grades TK/K-3: 1 day/142 days in single track school year
  - Grades 4 to 6: 4 days/142 days in single track school year
- Mark Twain Middle School
  - Grades 4 to 6: 1 day/142 days in single track school year
  - Grades 7 to 8: 1 day/142 days in single track school year
- Mark Twain Middle School World Languages Magnet
  - Grades 4 to 6: 1 day/142 days in single track school year
- Narbonne SH-Humanities & Arts (HArts) Academy of Los Angeles
  - Grades 9 to 12: 1 day/142 days in single track school year
- Orthopaedic Hospital Senior High Medical Magnet
  - Grades 9 to 12: 1 day/142 days in single track school year
- Oxnard Street Elementary
  - Grades TK/K-3: 1 day/142 days in single track school year
- Panorama City Elementary
  - Grades TK/K-3: 1 day/142 days in single track school year
- RFK Comm Schls - New Open World Academy K-12
  - Grades 4 to 6: 1 day/142 days in single track school year
- Rowan Avenue Elementary
  - Grades TK/K-3: 2 days/142 days in single track school year
- Samuel Gompers MS University Pathways Medical Magnet Academy
  - Grades 9 to 12: 13 days/142 days in single track school year
- Sharp Avenue Elementary
  - Grades TK/K-3: 2 days/142 days in single track school year
- Sylvan Park Elementary
  - Grades TK/K-3: 1 day/142 days in single track school year
- Toland Way Elementary
  - Grades TK/K-3: 2 days/142 days in single track school year
- Virgil Middle School
  - Grades 4 to 6: 1 day/142 days in single track school year
  - Grades 7 to 8: 2 days/142 days in single track school year
- Walnut Park Middle School - Sci Tech Eng and Math Academy
  - Grades 7 to 8: 1 day/142 days in single track school year

- Wilmington Middle School STEAM Magnet
  - Grades 7 to 8: 1 day/142 days in single track school year
- Young Empowered Scholars Academy
  - Grades TK/K-3: 5 days/142 days in single track school year
  - Grades 4 to 6: 1 day/142 days in single track school year

Recommendation

We recommend that the District and the schools continue to strengthen their controls over implementing attendance policies over student attendance reporting by ensuring schools maintain adequate support for reported absences, accurately report student absences in the SMASR, and retain supporting documentation for instances in which students arrive to school late or leave early. Additionally, we recommend that the District strengthen its controls over properly retaining attendance-supporting documentation at school sites. Finally, we recommend that the District continue to support the schools by providing adequate training in attendance reporting so that proper attendance reporting procedures are adhered to and that the District maintains documentation reflecting that each of the schools identified above has been successfully trained.

Views of Responsible Officials, Planned Corrective Action, and Contact Information

To improve accurate attendance reporting and alignment with SMASR, Pupil Services will implement the following actions:

1. **Automated Reminders in MiSiS or Other LAUSD System**: Pupil Services will consult with the MiSiS team to explore the possibility of setting up automated reminders in MiSiS. These reminders will prompt designated school staff to review and correct attendance data in the SMASR before the end of each month. Pupil Services will define the specific user roles that will receive the reminders, the frequency of the notifications, and the duration by January 2025.

2. **Self-Audit Tool for Schools**: Pupil Services will develop a self-audit tool to assist schools in reviewing their attendance data monthly. This tool will focus on common errors identified in past audit findings. This tool will be available to all LAUSD staff via the Pupil Services SharePoint by January 2025.

3. **Virtual Drop-In Sessions with Office of Organizational Excellence**: Pupil Services in collaboration with Office of Organizational Excellence participate in virtual drop-in sessions twice a year, where school staff can ask questions about common audit findings and review SMASR-related issues beginning in **October 2024.**

4. **Guidance on Attendance Data Review:** Pupil Services will develop training material including SMASR and additional MiSiS reports to support accurate attendance taking procedures. Pupil Services will continue to support the schools by providing adequate training in attendance reporting so that proper attendance reporting procedures are adhered to. The training titled "Tools to Support Accurate Attendance & Withdrawal Procedures" will include SMASR and additional MiSiS reports to support accurate attendance taking procedures and will be available to all school staff by March 2025. Pupil Services will be trained during the second semester of 2024-25 school year. Pupil Services will maintain documentation reflecting that each of the schools identified above has been successfully trained.

5. **SMASR Timeline Reminders:** Pupil Services will develop a school year timeline with monthly dates for school staff to review attendance data reflected on the SMASR and assist with correcting attendance discrepancies. PSA will include the SMASR MiSiS job aide to support this process. Reminders will be posted on Schoology to remind staff about the timeline and tools by January 2025.

These steps will strengthen the ability to maintain accurate attendance data and ensure compliance with SMASR reporting.

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S-2024-002 – Teacher Certification and Misassignments

State Audit Guide Finding Codes: 40000 and 71000

Schools Affected

- 92nd Street Elementary
- Century Park Elementary
- Elizabeth Learning Center
- Henry T Gage Middle School
- International Studies Learning Center
- John Marshall Senior High
- Legacy Senior High Sci Tech Engineering Arts Math
- Linda Esperanza Marquez Senior High HPIAM
- Mark Twain Middle School
- Maywood Center for Enriched Studies (MaCES) Magnet
- Narbonne SH-Humanities & Arts (HArts) Academy of Los Angeles
- Oliver Wendell Holmes Middle School
- Orville Wright Engineering and Design Magnet
- Wilmington Middle School STEAM Magnet
- Young Empowered Scholars Academy

Criteria

California Education Code, Section 44203(a) - "Authorization" means the designation that appears on a credential, certificate, or permit that identifies the subjects and circumstances in which the holder of the credential, certificate, or permit may teach, or the services which the holder may render in the public schools of this state.

Section 44256 - Authorization for teaching credentials shall be of four basic kinds, as defined below:

(a) "Single subject instruction" means the practice of assignment of teachers and students to specified subject matter courses, as is commonly practiced in California high schools and most California junior high schools. The holder of a single subject teaching credential or a standard secondary credential or a special secondary teaching credential, as defined in this subdivision, who has completed 20 semester hours of coursework or 10 semester hours of upper division or graduate coursework approved by the commission at an accredited institution in any subject commonly taught in grades 7 to 12, inclusive, other than the subject for which he or she is already certificated to teach, shall be eligible to have this subject appear on the credential as an authorization to teach this subject. The commission, by regulation, may require that evidence of additional competence is a condition for instruction in particular subjects, including, but not limited to, world languages. The commission may establish and implement alternative requirements for additional authorizations to the single subject credential on the basis of specialized needs. For purposes of this subdivision, a special secondary teaching credential means a special secondary teaching credential issued on the basis of at least a baccalaureate degree, a student teaching requirement, and 24 semester units of coursework in the subject specialty of the credential.

(b) "Multiple subject instruction" means the practice of assignment of teachers and students for multiple subject matter instruction, as is commonly practiced in California elementary schools and as is commonly practiced in early childhood education. The holder of a multiple subject teaching credential or a standard elementary credential who has completed 20 semester hours of coursework or 10 semester hours of upper division or graduate coursework approved by the commission at an accredited institution in any subject commonly taught in grades 9 and below shall be eligible to have that subject appear on the credential as authorization to teach the subject in departmentalized classes in grades 9 and below. The governing board of a school district by resolution may authorize the holder of a multiple subject teaching credential or a standard elementary credential to teach any subject in departmentalized classes to a given class or group of pupils below grade 9, provided that the teacher has completed at least 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in each subject to be taught. The authorization shall be with the teacher's consent. However, the commission, by regulation, may provide that evidence of additional competence is necessary for instruction in particular subjects, including, but not limited to, world languages. The commission may establish and implement alternative requirements for additional authorizations to the multiple subject credential on the basis of specialized needs.

(c) "Specialist instruction" means any specialty requiring advanced preparation or special competence, including, but not limited to, reading specialist, mathematics specialist, specialist in special education, or early childhood education, and such other specialties as the commission may determine.

(d) "Designated subjects" means the practice of assignment of teachers and students to designated technical, trade, or career technical courses which courses may be part of a program of trade, technical, or career technical education.

Condition, Cause and Effect

During our procedures performed for each class sampled for attendance testing of regular and special day classes, and adult education, we reviewed the classroom teacher's credentials to determine if they possessed valid credentials, if their assigned teaching position was consistent with the authorization of their certification, and if the teachers held a valid English instruction certification in instances when the teacher taught a class in which more than 20% of the pupils were English learners.

We tested a total of 418 K-12 teachers and noted seventeen (17) teachers who were assigned to teach in a position not consistent with the authorization of his/her certification or outside of the time period permitted by their credential, due to an appropriately authorized teacher not being available to cover in the position:

- **92nd Street Elementary** – One (1) teacher was assigned to teach in a position not consistent with the authorization of his/her certification.

- **Century Park Elementary** – One (1) teacher was assigned to teach in a position not consistent with the authorization of his/her certification.

- **Elizabeth Learning Center** – One (1) teacher was assigned to teach in a position not consistent with the authorization of his/her certification.

- **Henry T Gage Middle School** – One (1) teacher was assigned to teach in a position not consistent with the authorization of his/her certification due to having a late consent form on file.

- **International Studies Learning Center** – One (1) teacher was assigned to teach in a position not consistent with the authorization of his/her certification.

- **John Marshall Senior High** – Two (2) teachers were assigned to teach in a position not consistent with the authorization of their certifications due to having a late consent form on file.

- **Legacy Senior High Sci Tech Engineering Arts Math** – Two (2) teachers were assigned to teach in a position not consistent with the authorization of his/her certification due to having a late consent form on file.

- **Linda Esperanza Marquez Senior High HPIAM** – One (1) teacher was assigned to teach in a position not consistent with the authorization of his/her certification due to having a late consent form on file.

- **Mark Twain Middle School** – One (1) teacher was assigned to teach in a position not consistent with the authorization of his/her certification due to having a late consent form on file.

- **Maywood Center for Enriched Studies (MaCES) Magnet** – One (1) teacher was assigned to teach in a position not consistent with the authorization of his/her certification due to having a late consent form on file.

- **Narbonne SH-Humanities & Arts (HArts) Academy of Los Angeles** – One (1) teacher was assigned to teach in a position not consistent with the authorization of his/her certification.

- **Oliver Wendell Holmes Middle School** – One (1) teacher was assigned to teach in a position not consistent with the authorization of his/her certification due to having a late consent form on file.

- **Orville Wright Engineering and Design Magnet** – One (1) teacher was assigned to teach in a position not consistent with the authorization of his/her certification due to having a late consent form on file.

- **Wilmington Middle School STEAM Magnet** – One (1) teacher was assigned to teach in a position not consistent with the authorization of his/her certification due to having a late consent form on file.

- **Young Empowered Scholars Academy** – One (1) substitute teacher was assigned to teach in a position beyond the time period permitted within their substitute teacher credential. The teacher maintained a valid 30-Day Substitute Teaching Permit for the time period of July 1, 2023, through June 30, 2024. As the teacher maintained a valid and active teaching permit, this is considered a misassignment.

These findings are repeat findings, having been reported previously at June 30, 2023 (S-2023-002) but for different schools and teachers.

Questioned Costs

Not Applicable.

Recommendation

We recommend that the District continue to monitor and strengthen internal controls to ensure teachers are appropriately assigned to teach in a position authorized by their certifications, have a consent form on file when necessary, and substitute teachers are properly assigned to teach in a position within the time period permitted by their credential. We also recommend that the schools and the District remediate the misassignments identified above.

Views of Responsible Official, Planned Corrective Action, and Contact Information

Human Resources (HR) continues efforts to ensure every student is taught by an appropriately authorized teacher by providing professional development to certificated staff overseeing the master schedule. For the seventeen currently identified misassignments, HR will remediate the misassignments identified above. This will be done by either: a) ensuring the misassigned teachers become appropriately authorized; or b) ensuring the teachers do not continue teaching in a position for which they are not appropriately authorized. HR will continue to leverage the Staff Relations Update to provide monthly reminders to principals about ensuring they are assigning appropriately and submitting local assignment option forms. To address late forms, HR will send a list of candidates who utilized local assignment options during the current academic year by May 2025. This will assist/remind principals to submit local assignment forms for the upcoming academic year in a timely manner. In addition, four directors will be overseeing the assignment monitoring process instead of one certificated administrator to improve compliance.

The Substitute Unit will continue its messaging campaign to notify substitute teachers and school administrators of State limits. Warnings will be issued, and unauthorized substitute teachers will be removed from assignments. School sites will be provided with a substitute calculator to assist in calculating the date by which a teacher must be removed from an assignment.

<u>K-12 Assignment Monitoring:</u>
Name: Luz Ortega
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Contact Information: luz.ortega@lausd.net

<u>Substitute Unit:</u>
Name: Jorge Amador
Title: Assistant Director, Substitute Teacher Unit
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Name: Maria Sotomayor
Title: Director, Organizational Effectiveness
Contact Information: msotomay@lausd.net

S-2024-003 – Kindergarten Continuance

State Audit Guide Finding Codes: 40000

Schools Affected

- Germain Academy for Academic Achievement
- Haskell Elementary STEAM Magnet
- Hope Street Elementary
- Lankershim Elementary
- Riverside Drive Charter School
- Topanga Elementary Charter School
- Valerio Street Elementary
- Young Empowered Scholars Academy

Criteria

California Education Code, Section 46300 - In computing the average daily attendance of a school district, there shall be included the attendance of pupils in kindergarten after they have completed one school year in kindergarten only if the school district has on file for each of those pupils an agreement made pursuant to Section 48011, approved in form and content by the State Department of Education and signed by the pupil's parent or guardian, that the pupil shall be retained in kindergarten for not more than an additional school year.

Condition, Cause and Effect

Using a total of 106 schools offering Kindergarten from the schools sampled for attendance reporting, we selected students enrolled in kindergarten for school year 2023-24 and kindergarten in school year 2022-23 and verified that a signed kindergarten continuance parental agreement (agreement) was maintained. We noted the following exceptions due to school oversight.

- **Germain Academy for Academic Achievement** – A signed Agreement, approved in form and content by the CDE, was not on file before the start of the school year for one (1) student.

- **Haskell Elementary STEAM Magnet** – A signed agreement, approved in form and content by the CDE, was signed after the start of the school year or after the student began their second year of kindergarten for one (1) student.

- **Hope Street Elementary** – A signed Agreement, approved in form and content by the CDE, was not on file before the start of the school year for one (1) student.

- **Lankershim Elementary** – A signed Agreement, approved in form and content by the CDE, was not on file before the start of the school year for one (1) student.

- **Riverside Drive Charter School** – A signed Agreement, approved in form and content by the CDE, was not on file before the start of the school year for one (1) student.

- **Topanga Elementary Charter School** – A signed agreement, approved in form and content by the CDE, was signed after the start of the school year or after the student began their second year of kindergarten for one (1) student.

- **Valerio Street Elementary** – A signed Agreement, approved in form and content by the CDE, was not on file before the start of the school year for one (1) student.

- **Young Empowered Scholars Academy** – A signed Agreement, approved in form and content by the CDE, was not on file before the start of the school year for one (1) student.

These findings are repeat findings, having been reported previously at June 30, 2023 (S-2023-003), but for different schools.

Questioned Costs

- Grades K-3 – 773 days / 182 days = 4.25 ADA overstated * $15,008.62 = $63,786.64

  - Germain Academy for Academic Achievement
    - 144 days overstated / 182 days in single track school year
  - Haskell Elementary STEAM Magnet
    - 4 days overstated / 182 days in single track school year
  - Hope Street Elementary
    - 162 days overstated / 182 days in single track school year
  - Lankershim Elementary
    - 157 days overstated / 182 days in single track school year
  - Valerio Street Elementary
    - 160 days overstated / 182 days in single track school year
  - Young Empowered Scholars Academy
    - 146 days overstated / 182 days in single track school year

Charter Schools

- Riverside Drive Charter School
- Grades K-3: 166 days/182 days in single track school year
  - Grades K-3: 166 days/182 = 0.91ADA overstated * $11,900.89 = $10,829.81

- Topanga Elementary Charter School
- Grades K-3: 4 days/182 days in single track school year
  - Grades K-3: 4 days/182 = 0.02 ADA overstated * $11,405.90 = $228.12

Recommendation

We recommend that schools offering Kindergarten understand and adhere to the District's policy by retaining evidence of the signed and dated parental agreement for continuance forms, approved in form and content by the CDE, for all students repeating kindergarten prior to the start of the school year to support the inclusion of such pupils in the average daily attendance computation. The District should continue to communicate and train all schools on the District's Kindergarten Continuance policy.

We also recommend that the District obtain a written acknowledgment from the schools identified above that they have been provided with the most updated District policy on Kindergarten Continuance and have implemented a system of tracking students who continue in Kindergarten. The District should also continue ensuring that schools are notified in circumstances where a pupil is transferred after attending Kindergarten with another school.

Views of Responsible Officials, Planned Corrective Actions, and Contact Information

To ensure compliance with Kindergarten Continuance requirements, the following actions will be taken during the 2024-2025 school year.

- Highlight the Elevate Report Findings for Regional Administrators of Instruction monthly starting in Winter 2024.
- Reach out to individual schools that are missing Kindergarten Continuance forms to provide guidance and assistance. Document communication started in November 2024.
- Provide training resources on the Kindergarten Continuance process and guidelines to Region Operations coordinators to support school sites by Spring 2025.
- Continue to review the Kindergarten Continuance policy throughout the school year in the Weekly Instructional News, at principal organization meetings, etc. beginning in November 2024.
- Continue to secure a signed copy of the Kindergarten Audit Principal Certification and Acknowledgement form.

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S-2024-004 Independent Study – Attendance Computations

State Program: Attendance Accounting: Attendance Reporting

State Audit Guide Finding Codes: 10000 and 40000

Schools Affected

- Franklin Avenue Elementary
- Virtual Academy Arts & Entertainment
- Virtual Academy STEAM

Criteria

California Education Code, Section 51747.5 (b) – A local educational agency may claim apportionment credit for independent study only to the extent of the time value of pupil work products, as personally judged in each instance by a certificated teacher employed by the local educational agency, or the combined time value of pupil work product and pupil participation in synchronous instruction. It is the intent of the Legislature that teachers be given access to digital assignment tracking systems to reduce workload associated with evaluating and accounting for pupil work and synchronous instruction participation.

California Education Code, Section 51747 (6) - A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

Condition, Cause and Effect

In our sample of three (3) schools with independent study programs, we noted the following, resulting due to attendance reporting issues where IS Supervising Designees reported attendance for students in MISIS without confirming the enrollment date of the student as determined by the signature dates on the Master Agreement:

- **Franklin Avenue Elementary**

  - Teacher Evaluations were not maintained on record for fourteen (14) students. The students were marked present for 126 days.

- **Virtual Academy Arts and Entertainment**

  - Parent signatures of the master agreements for two (2) students were not on file before the first day of instruction. The students were marked present for 174 days.
  - The school did not maintain work products for three (3) students. The students were marked present for 7 days.

- **Virtual Academy STEAM**

    - Parent signatures of the master agreements for two (2) students were not on file before the first day of instruction. The students were marked present for 364 days.
    - Student signatures of the master agreement for one (1) student was not on file before the first day of instruction. The student was marked present for 83 days.
    - The Daily Participation Report was incomplete for 21 students. The students were marked present for 87 days.
    - The school did not maintain work products for ten (10) students. The students were marked present for 131 days.

These findings are repeat findings, having been reported previously at June 30, 2023 (S-2023-004), but for different schools.

Questioned Costs

- Grades TK/K-3: 144 days/142 days = 1.01 ADA overstated * $15,008.62 = $15,158.71
- Grades TK/K-3: 621 days/182 days = 3.41 ADA overstated * $15,008.62 = $51,179.39
- Grades 4 to 6: 63 days/142 days = 0.44 ADA overstated * $13,799.82 = $6,071.92
- Grades 7 to 8: 135 days/142 days = 0.95 ADA overstated * $14,208.23 = $13,497.82
- Grades 9 to 12: 9 days/142 days = 0.06 ADA overstated * $16,894.46 = $1,013.67

- Franklin Avenue Elementary
    - Grades TK/K-3: 63 days/142 days in single track school year
    - Grades 4 to 6: 63 days/142 days in single track school year
- Virtual Academy Arts & Entertainment
    - Grades TK/K-3: 3 days/142 days in single track school year
    - Grades TK/K-3: 174 days/182 days in single track school year
    - Grades 7 to 8: 4 days/142 days in single track school year
- Virtual Academy STEAM
    - Grades TK/K-3: 78 days/142 days in single track school year
    - Grades TK/K-3: 447 days/182 days in single track school year
    - Grades 7 to 8: 131 days/142 days in single track school year
    - Grades 9 to 12: 9 days/142 days in single track school year

Recommendation

We recommend that the District strengthen its review process over independent study to ensure that all elements of the master agreements are complete and that all records of attendance contain readily available corresponding pupil work products, teacher evaluations, and daily participation reports. We also recommend that the district provide proper training to ensure attendance is reported accurately and policies are adhered to.

Views of Responsible Officials, Planned Corrective Actions, and Contact Information

Virtual Academy Schools

This is to acknowledge the importance of ensuring that the long-term independent study enrollment process includes ensuring the master agreement document is signed before enrollment, and all records of attendance accurately reflect the attendance codes that is reported in MISIS.

Planned corrective actions are as follows:

1. Review findings and corrective actions with administrators from each of the six Virtual Academies in the long-term Independent Study Program.
2. Provide training to review enrollment process at each of the Virtual Academies to include the master agreement being signed by all parties, parent, student, and teacher before the student is enrolled and attendance is reported into the school.
3. Provide training for teachers of all six virtual academies on recording attendance in MSIS according to the attendance days earned on the corresponding records of assignments and student work samples.
4. Provide training for teachers on submitting and maintaining student daily participation records in MISIS for all days the student is enrolled in the long-term independent study Virtual Academy program.

The implementation target date for the above corrective action plan is November 30, 2024.

Name: Connie L. Brandstetter
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Short Term Independent Study Program

Planned corrective actions are as follows:

1. District will provide training for all Principals and School Administrative Assistants (SAAs) on BUL-6779.5, Guideline for Independent Study Programs, to ensure proper implementation of Independent Study programs. Trainings will be provided via Community of Schools and separated between Elementary and Secondary schools by July 2025.
2. District will provide clinics and drop-in sessions in both the Fall and Spring semesters for teachers and school staff on the General Procedures for all Independent Study Programs to ensure that Independent Study is implemented correctly.

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S-2024-005 – Classroom Teacher Salaries

State Audit Guide Finding Codes: 61000

Criteria

California Education Code, Section 41372 -

(a) "Salaries of classroom teachers" and "teacher" shall have the same meanings as prescribed by Section 41011 provided, however, that the cost of all health and welfare benefits provided to the teachers by the school district shall be included within the meaning of salaries of classroom teachers.

(b) "Current expense of education" means the gross total expended (not reduced by estimated income or estimated federal and state apportionments) for the purposes classified in the final budget of a school district (except one which, during the preceding fiscal year, had less than 101 units of average daily attendance) submitted to and approved by the county superintendent of schools pursuant to Section 42127 for certificated salaries other than certificated salaries for pupil transportation, food services, and community services; classified salaries other than classified salaries for pupil transportation, food services, and community services; employee benefits other than employee benefits for pupil transportation personnel, food services personnel, and community services personnel; books, supplies, and equipment replacement other than for pupil transportation and food services; and community services, contracted services, and other operating expenses other than for pupil transportation, food services, and community services. "Current expense of education," for purposes of this section shall not include those expenditures classified as sites, buildings, books, and media and new equipment (object of expenditure 6000 of the California School Accounting Manual), the amount expended from categorical aid received from the federal or state government which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of this section, or expenditures for facility acquisition and construction; and shall not include the amount expended pursuant to any lease agreement for plant and equipment or the amount expended from funds received from the federal government pursuant to the "Economic Opportunity Act of 1964" or any extension of this act of Congress.

There shall be expended during each fiscal year for payment of salaries of classroom teachers:

(1) By an elementary school district, 60 percent of the district's current expense of education.
(2) By a high school district, 50 percent of the district's current expense of education.
(3) By a unified school district, 55 percent of the district's current expense of education.

Condition, Cause and Effect

We obtained the District's general ledger (ledger) of expenditures and reconciled the ledger to the District's Audited Financial Statements as of June 30, 2024, which accounts for all applicable audit adjustments.

We utilized the ledger to calculate the elements of the current expense formula, which amounted to $9,645,023,186.94.

We then utilized the ledger to calculate the elements of the minimum classroom compensation, which amounted to $4,540,426,711.51.

Based on the information derived above, we determined that the District's percent of current cost of education expended for classroom compensation to be 47.08%, which falls short of the 55.00% minimum percent required for unified school districts.

This leads to a deficiency percentage of 7.92% and a deficiency amount of $763,885,836.41. These calculations are illustrated below:

Total teacher salaries and benefits	$ 4,540,426,711.51	*(a)*
Current expense	$ 9,645,023,186.94	*(b)*
Percentage spent by the District	47.08%	*(c) = (a) / (b)*
Minimum percentage required	55.00%	*(d)*
Percentage below the minimum	7.92%	*(e) = (d) - (c)*
Deficiency Amount	$ 763,885,836.41	*(f) = (e) * (b)*

This is a repeat finding, having been reported previously at June 30, 2023 (S-2023-006).

Questioned Costs

Deficiency amount - $763,885,836.41.

Recommendation

We recommend that the District put mechanisms in place to track their percentage of teacher salaries and benefits to total expenses throughout the year in order to monitor compliance with the classroom teacher salary requirements.

Views of Responsible Officials, Planned Corrective Actions, and Contact Information

The District continuously spent significant amount of dollars on classroom teacher salaries, benefits, and other expenditures necessary to address learning gaps using one-time COVID funding dollars. Given how the formula works, if the District can exclude all covid related spending in the calculation of the Current Expense but take credit in the numerator for classroom teacher salaries and benefits funded by COVID funding resource, the District would be able to meet the requirement because in substance, the District did spend a substantial amount on classroom teacher salaries and benefits.

The District shall engage with the Los Angeles County office of Education (LACOE) to seek a waiver request again for this year as per Education Code Section 41372. The District will initiate this process upon receiving a letter from LACOE requiring corrective action, which is expected to be released in May 2025. The District anticipate to submit the waiver in September 2025.

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S-2024-006 – Proposition 28 Arts And Music in Schools

State Audit Guide Finding Codes: 40000

Criteria

California Education Code, Section 8821(a) - "Arts education program" includes, but is not limited to, instruction and training, supplies, materials, and arts educational partnership programs, for instruction in: dance, media arts, music, theatre, and visual arts, including folk art, painting, sculpture, photography, and craft arts, creative expressions, including graphic arts and design, computer coding, animation, music composition and ensembles, and script writing, costume design, film, and video.

Condition, Cause and Effect

In our sample of fifty-seven (57) Proposition 28 payroll expenditures (Resource 6770), we verified whether the employees' time pertained to services was allowable under Education Code section 8821(a).

We noted the following findings:

- Five (5) employees had a total of 3,738.71 hours charged in excess to the Proposition 28 Arts and Music in School fund in which the District could not provide supporting documentation reflecting the employees' work was related to the Proposition 28 Arts and Music program. This was due to misunderstandings by select site administrators on the Proposition 28 program goals and allowable expenditures.

- Two (2) employees had a total of 24 hours charged in excess to the Proposition 28 Arts and Music in School fund in which the employee did not perform work related to Proposition 28 Arts and Music program. Although the District properly reviewed the employees' timecard for the pay period and posted the necessary adjustments to account for time worked on other tasks, they erroneously did not adjust 24 hours out of Prop 28 fund. Upon our identification of the sampled employees, the District identified the above errors and corrected the Proposition 28 fund by transferring out the costs associated with the 24 hours. As the District corrected the error before closing its June 30, 2024, financial statements, no questioned costs are to be assessed. As such, the above finding has been resolved.

Questioned Costs

Unallowable amount - $213,458.84.

Recommendation

We recommend that the District strengthen its monitoring and review controls over expenditure charges to the Proposition 28 Arts and Music in School fund to ensure that all costs are associated with allowable services and that all necessary adjustments are made timely.

Views of Responsible Officials, Planned Corrective Actions, and Contact Information

The District acknowledges the recommendation to enhance its monitoring and review processes for expenditure charges to the Proposition 28 Arts and Music in Schools Fund.

In response, the District will implement the following steps:

- Moving forward, we will provide clear guidance of Proposition 28 via the Arts Funding communication toolkit to all district administrators.
- We will compose and distribute an Inter-office Correspondence memo to all District principals, Regional Directors, and Central office administrators about Proposition 28 funding. IOC will contain a program overview, links to CDE resources, and Prop 28 plan requirements.
- We will share FY 2023-24 audit findings with District leaders.

The target date for implementation of the corrective action plan is by Spring 2025.

By taking these actions, the District is committed to improving oversight and ensuring the appropriate use of Proposition 28 funds.

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S-2024-007 – After School Education and Safety Program

State Program: After School Education and Safety Program

State Audit Guide Finding Codes: 40000

Schools Affected

- 4th Street Primary Center
- 59th Street Elementary
- Beethoven Street Elementary
- Benjamin Franklin High School
- Breed Street Elementary
- Brentwood Elementary Science Magnet
- Broadway Elementary
- Carmen Lomas Garza Primary Center
- Carthay Elementary of Environmental Studies Magnet
- Charnock Road Elementary
- Dr James Edward Jones Primary Center
- El Sereno Middle School
- Emelita Street Elementary
- Eshelman Avenue Elementary
- Gardner Street Elementary
- Humphreys Avenue Elementary
- John W Mack Elementary
- Kester Avenue Elementary
- Knollwood Preparatory Academy
- Leland Street Elementary
- Loyola Village Elementary Fine/Performing Arts Magnet
- MacArthur Park Elementary Visual and Performing Arts
- Melrose Avenue Elementary Math/Science/Technology Magnet
- Nora Sterry Elementary
- Northridge Middle School
- Parthenia Academy of Arts and Technology
- RFK Comm Schls - UCLA Community School K-12
- Richard E Byrd Middle School
- Richland Avenue Elementary
- Robert F Kennedy Elementary
- Soto Street Elementary
- Virgil Middle School
- Walgrove Avenue Elementary
- Woodland Hills Academy

Criteria

California Education Code 8483(a) – (1) Every after school component of a program established pursuant to this article shall commence immediately upon the conclusion of the regular school day and operate a minimum of 15 hours per week at least until 6:00 p.m. on every regular school day. Every after school component of the program shall establish a policy regarding reasonable early daily release of pupils from the program. For those programs or school sites operating in a community where early release policy does not meet the unique needs of that community or school, or both, documented evidence may be submitted to the department for an exception and a request for approval of an alternative plan.

(2) It is the intent of the Legislature that elementary school and middle school or junior high school pupils participate in the full day of the program every day during which pupils participate, except as allowed by the early release policy pursuant to subparagraph (B) of paragraph (1) of this section or paragraph (2) of subdivision (f) of Section 8483.76.

California Education Code 8483.1 (a) – (1) Every before school program component established pursuant to this article shall in no instance operate for less than one and one-half hours per regular school day. Every program shall establish a policy regarding reasonable late daily arrival of pupils to the program.

(2) (A) It is the intent of the Legislature that elementary school and middle school or junior high school pupils participate in the full day of the program every day during which pupils participate, except when arriving late in accordance with the late arrival policy described in paragraph (1) or as reasonably necessary.

(2) (B) A pupil who attends less than one-half of the daily program hours shall not be accounted for the purposes of the attendance.

California Education Code 8482 – The purpose of this program is to create incentives for establishing locally driven before and after school enrichment programs both during schooldays and summer, intersession, or vacation days that partner public schools and communities to provide academic and literacy support and safe, constructive alternatives for youth. The term public school includes charter schools.

Condition, Cause and Effect

On a sample basis, we tested attendance documentation of 62 schools and 2,548 days of attendance for students who participated in the After/Before School Education and Safety Program. We examined the attendance records for the selected students and verified whether the attendance reporting was complete and accurate. We also verified whether the selected students complied with the attendance requirements established by the District, as required by the California Education Code. We noted the following exceptions due to these programs experiencing a high turnover rate of approximately 35-40% per year, creating a challenge to maintain fully trained staff.

After School Component of the Program

On a sample basis, we tested the attendance documentation of 37 schools and 2,054 days of attendance in the after school component of the After School Education and Safety Program.

There were 327 students in 34 schools that did not comply with the established early release policy due to school oversight. As a result, the following schools had students that did not participate in the full day of the after school program on every day during which pupils participated.

- **4th Street Primary Center** – 2 students did not participate in the full period of the after school program for a total of 10 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **59th Street Elementary** – 2 students did not participate in the full period of the after school program for a total of 7 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Beethoven Street Elementary** – 2 students did not participate in the full period of the after school program for a total of 3 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Benjamin Franklin High School** – 31 students did not participate in the full period of the after school program for a total of 56 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Breed Street Elementary** – 4 students did not participate in the full period of the after school program for a total of 4 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Brentwood Elementary Science Magnet** – 5 students did not participate in the full period of the after school program for a total of 17 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Broadway Elementary** – 12 students did not participate in the full period of the after school program for a total of 43 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Carmen Lomas Garza Primary Center -** 2 students did not participate in the full period of the after school program for a total of 6 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Carthay Elementary of Environmental Studies Magnet –** 8 students did not participate in the full period of the after school program for a total of 27 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Charnock Road Elementary -** 3 students did not participate in the full period of the after school program for a total of 14 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Dr James Edward Jones Primary Center -** 1 student did not participate in the full period of the after school program for a total of 2 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **El Sereno Middle School** – 1 student did not participate in the full period of the after school program for a total of 2 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.

- **Emelita Street Elementary** – 3 students did not participate in the full period of the after school program for a total of 6 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Eshelman Avenue Elementary** – 1 student did not participate in the full period of the after school program for a total of 1 day that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Gardner Street Elementary** – 10 students did not participate in the full period of the after school program for a total of 41 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Humphreys Avenue Elementary** – 1 student did not participate in the full period of the after school program for a total of 1 day that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **John W Mack Elementary** – 1 student did not participate in the full period of the after school program for a total of 1 day that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with
- **Kester Avenue Elementary** – 10 students did not participate in the full period of the after school program for a total of 27 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Knollwood Preparatory Academy** – 1 student did not participate in the full period of the after school program for a total of 1 day that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Leland Street Elementary** – 1 student did not participate in the full period of the after school program for a total of 1 day that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Loyola Village Elementary Fine/Performing Arts Magnet** – 5 students did not participate in the full period of the after school program for a total of 17 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **MacArthur Park Elementary Visual and Performing Arts** – 2 students did not participate in the full period of the after school program for a total of 2 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Melrose Avenue Elementary Math/Science/Technology Magnet** – 9 students did not participate in the full period of the after school program for a total of 39 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Nora Sterry Elementary** – 3 students did not participate in the full period of the after school program for a total of 13 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Northridge Middle School** – 2 students did not participate in the full period of the after school program for a total of 2 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Parthenia Academy of Arts and Technology** – 6 students did not participate in the full period of the after school program for a total of 18 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **RFK Comm Schls - UCLA Community School K-12** – 65 students did not participate in the full period of the after school program for a total of 137 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.

- **Richard E Byrd Middle School** – 3 students did not participate in the full period of the after school program for a total of 3 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Richland Avenue Elementary** – 4 students did not participate in the full period of the after school program for a total of 15 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Robert F Kennedy Elementary** – 1 student did not participate in the full period of the after school program for a total of 2 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Soto Street Elementary** – 2 students did not participate in the full period of the after school program for a total of 6 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Virgil Middle School** – 25 students did not participate in the full period of the after school program for a total of 30 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.
- **Woodland Hills Academy** – 1 student did not participate in the full period of the after school program for a total of 3 days that they participated and there were no properly filled out early release forms to explain why such requirements were not complied with.We obtained the ASES Attendance Reports, which the District uses to report attendance, and compared the total attendance reported in the Monthly Attendance Report (MAR) to the Beyond the Bell Report (BTB) and to the Period 1 Assist Summary reported to CDE on a sampled basis for the schools for a sampled month during the school year 2023-2024. Additionally, we tested the completeness and accuracy of the reports by selecting a sample of students and tracing the same students to attendance records and vice versa. We noted the following exceptions, resulting from school oversight.
- **El Sereno Middle School -** Lack of supporting information (i.e., sign-in time, sign-out time) of 1 student to produce the attendance records for a total of 1 day but marked present on the MAR.
- **Humphreys Avenue Elementary -** Lack of supporting information (i.e., sign-in time, sign-out time) of 1 student to produce the attendance records for a total of 1 day but marked present on the MAR.
- **Northridge Middle School -** Lack of supporting information (i.e., sign-in time, sign-out time) of 1 student to produce the attendance records for a total of 1 day but marked present on the MAR.
- **RFK Comm Schls - UCLA Community School K-12 -** Lack of supporting information (i.e., sign-in time, sign-out time) of 1 student to produce the attendance records for a total of 4 days but marked present on the MAR.
- **Richland Avenue Elementary -** Lack of supporting information (i.e., sign-in time, sign-out time) of 1 student to produce the attendance records for a total of 1 day but marked present on the MAR.
- **Walgrove Avenue Elementary –** Lack of supporting information (i.e., sign-in time, sign-out time) of 95 students to produce the attendance records for a total of 995 days but marked present on the MAR.

These findings are repeat findings, having been reported previously at June 30, 2023 (S-2023-007) but for different schools.

Questioned Costs

As a result of our testing, the over and under reporting of attendance were summarized in the Condition, Cause and Effect section above. The California Department of Education will determine the impact of the above exceptions on the After School Education and Safety Program funding, if there is any.

Recommendation

We recommend that the District strengthen its procedures on attendance documentation for the After School Education and Safety program. The District should ensure that the agencies performing the services for these programs are aware of the District's policies, specifically on maintaining accurate attendance records and retain supporting documentation for instances in which students arrive to the programs late or leave early.

Views of Responsible Officials, Planned Corrective Actions, and Contact Information

Beyond The Bell Branch will implement the following to ensure we are providing training on attendance and daily late arrival/early release reporting to ensure accurate documentation of reported attendance figures and late arrival/early release. Additionally, Beyond the Bell will implement mandatory quarterly trainings for agency contractors and program personnel to address attendance documentation and reporting of late arrival/early release of pupils. Furthermore, Beyond the Bell Branch will continue performing agency site visits to ensure compliance with the established attendance reporting policies.

The following is a schedule of trainings to ensure we strengthen our policies and procedures on attendance reporting and the documentation of early release/late arrival policies:

1. Agency contractors and program personnel at schools identified in Audit Finding S-2024-007 will attend a training scheduled in January 2025. The training will address the District's policy on documenting and maintaining accurate attendance and early release/late arrival records.
2. Agency contractors and program personnel providing services at all District sites will attend a training scheduled in February 2025. The training will address the District's policy on documenting and maintaining accurate attendance and early release/late arrival records.
3. New and returning agency contractors and program personnel providing services at all District sites will attend mandatory quarterly trainings scheduled throughout the 2024 – 2025 school year. The training will address the District's policy on documenting and maintaining accurate attendance and early release/late arrival records.
4. Beyond the Bell Branch administrators and Traveling Program Supervisors (TPS) monitoring agency contractors and program personnel will attend a training scheduled in March 2025. The training will address the TPS's responsibility when monitoring agencies to ensure they follow the District's established policies and procedures on attendance reporting and the documentation of early release/late arrival policies.
5. Beyond the Bell Branch administrators and Traveling Program Supervisors will conduct random reviews/audits of monthly attendance reports throughout the year to examine agency procedures related to attendance and documentation of early release/late arrival policies.
6. Beyond the Bell Branch leadership will monitor the implementation and outcomes of the random reviews/audits of monthly attendance reports. The findings will be shared with each agency during their respective "Annual Performance Reviews."

The expected outcome of these trainings and monitoring of program implementation is to ensure we reduce or eliminate these types of findings in the future.

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S-2024-008 – Unduplicated Local Control Funding Formula Pupil Counts

State Program: Unduplicated Local Control Funding Formula Pupil Counts

State Audit Guide Finding Code: 40000

Schools Affected

- Grape Street Elementary
- Halldale Elementary
- Joseph Pomeroy Widney Career Preparatory & Transition Center
- King-Drew Senior High Medicine and Science Magnet
- Los Feliz Science/Tech/Engineer/Math/Medicine Magnet
- Mar Vista Elementary
- Ramon C Cortines School of Visual & Performing Arts
- Palisades Charter Elementary (Dependent Charter)

Criteria

California Education Code, Section 2574(b)(3)(A): In determining the enrollment percentage of unduplicated pupils, under procedures and timeframes established by the Superintendent, commencing with the 2013-14 fiscal year, a county superintendent of schools annually shall report the enrollment of unduplicated pupils, pupils classified as English learners, pupils eligible for free and reduced-price meals, and foster youth in schools operated by the county superintendent of schools to the Superintendent using the California Longitudinal Pupil Achievement Data System (CALPADS).

(B): The Superintendent shall make the calculations pursuant to this section using the data submitted through the CALPADS.

Condition, Cause, and Effect

On a sample basis, we tested the Free or Reduced Price Meal (FRPM) and English Learner (EL) eligibility of 2,741 students from 147 schools from the "1.18 – FRPM / English Learner / Foster Youth – Student List" reported in the CALPADS. We examined supporting documentation for the selected students and verified their respective eligibility.

Of the 2,741 students tested, 1,471 students were selected for verification of their Free and Reduced Price Meal (FRPM) eligibility as "181 - Free" or "182 - Reduced", 484 students were selected for verification of their English Learner "EL", and 786 students were selected for verification of either FRPM or EL eligibility in accordance with the audit guide.

- Based on our testing, we noted that seven (7) students from the District's schools, and one (1) student from the District's Dependent Charter Schools were reported as Free or Reduced or English Learner eligible but were unsupported. This was due to the District's interpretation of California Department of Education's (CDE) business rules related to the collection of household income forms for new students whose forms are collected after November 30th for FRPM students. Some EL students were not administered the Summative English Language Proficiency Assessments for California (ELPAC) and/or their grade level skills assessment due to chronic absenteeism/illness during the year under review.
- Some EL students were not administered the Summative English Language Proficiency Assessments for California (ELPAC) and/or their grade level skills assessment due to chronic absenteeism/illness during the year under review.
- The process to identify and match siblings might have incorrectly matched some students. Some "Decline to Complete" responses to were reported as $0 income.

The exceptions noted were extrapolated to the FRPM and EL population of the District Schools and Dependent Charter Schools in question based on the error rate of the samples selected. The following is the extrapolated impact on the District Schools' and Dependent Charter Schools' UPC and UPP:

School	* Total Enrollment Applied	* UPC Applied	UPP	UPC adjusted based on eligibility of FRPM	UPC adjusted based on eligibility for EL funding	UPC adjusted based on eligibility for both FRPM and EL		Adjusted total UPC	Adjusted UPP
Los Angeles Unified School District	1,155,484	989,623	85.65%	-	-	(56)	**	989,567	85.64%
Grape Street Elementary	1,089	1,079	99.08%	(1)	-	-		1,078	98.99%
Halldale Elementary	1,295	1,121	86.56%	(1)	-	-		1,120	86.49%
Joseph Pomeroy Widney Career Preparatory & Transition Cen	803	716	89.17%	-	(1)	-		715	89.04%
King-Drew Senior High Medicine and Science Magnet	4,082	3,672	89.96%	(1)	-	-		3,671	89.93%
Los Feliz Science/Tech/Engineer/Math/Medicine Magnet	1,174	1,001	85.26%	(1)	-	-		1,000	85.18%
Mar Vista Elementary	1,636	208	12.71%	(1)	-	-		207	12.65%
Ramon C Cortines School of Visual & Performing Arts	3,455	2,281	66.02%	(1)	-	-		2,280	65.99%
Palisades Charter Elementary (Dependent Charter)	1,232	162	13.15%	(2)	-	-	**	160	12.99%
Palisades Charter Elementary (Dependent Charter)	1,232	162	13.15%	(1)	-	-		161	13.07%

* Total is the sum of the last two prior years and current year results.

** The adjustment represents the extrapolated impact of the error on the District's UPC. Refer to the Questioned Costs section for additional details.

These findings are repeat findings, having been reported previously at June 30, 2023 (S-2023-008) but for different schools.

Questioned Costs

We determined the total impact of the seven (7) findings on the District, and one (1) finding on the Dependent Charter Schools by extrapolating the noted errors to the total UPC. We determined that the total extrapolated impact on the District's UPC is 56, and for the Dependent Charter School, University High School Charter, is 2.

We decreased the District's UPC by the extrapolated impact of 56 students and calculated an Adjusted UPC of 85.64%.

We applied the Adjusted UPC to the District's LCFF State Aid, Adjusted for the Minimum State Aid Guarantee for fiscal year 2023-24, and computed the total questioned costs to be $352,570.

We also decreased the Dependent Charter Schools' UPC by the extrapolated impact of 2 students and calculated an Adjusted UPC for University High School Charter of 12.99%.

We applied the Adjusted UPC to the Dependent Charter Schools LCFF State Aid, Adjusted for Minimum State Aid Guarantee for fiscal year 2023-24, and we computed total questioned costs for University High School Charter to be $1,255.

Recommendation

We recommend that the District continue monitoring English learners and free and reduced meal eligibility statuses to ensure students designated as English learners or free and reduced meal eligible have proper supporting documentation. We also recommend that the District continue to train staff on enrollment procedures so that students' correct designations will be reflected in the student information system.

Views of Responsible Officials, Planned Corrective Actions, and Contact Information

English Learner Program:

To ensure English learners are timely assessed for English fluency, the following action steps will be implemented:

1. Continue to send emails and provide updates to regions on students who have not been assessed with the Initial/Summative ELPAC.
2. Have regions communicate to schools about students who have not been assessed with the Summative ELPAC during the Summative ELPAC assessment window, Spring 2025.
3. Train English Learner Designees on proper enrollment procedures during the Master Plan Instructional Institute in June 2025 to ensure students have the proper language classification in the District's student information system (MiSiS).

Evidence will be collected and available June 2025.

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Free or Reduced Price Meal:

To address the free and reduced meal eligibility status, the following actions will be undertaken:

1. The Office of Data and Accountability will review the sibling match process with Information Technology Services (ITS) to determine whether the process needs to be updated by Spring 2025.
2. As a Community Eligibility Provision (CEP) school district, staff in the Student Records and Data Management Branch, in the Office of Data and Accountability, will be required to take part in Household Income Form (HIF) training during the Spring of 2025.
3. Annual refresher training will be provided for staff in January 2025 to ensure that the required steps for HIF processing are fulfilled.

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Name: Rudy Ramirez
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S-2024-009 Immunizations

State Audit Guide Finding Codes: 40000

Schools Affected

- 107th Street Elementary
- 109th Street Elementary
- 153rd Street Elementary
- 15th Street Elementary
- 42nd Street Elementary
- 52nd Street Elementary
- 61st Street Elementary
- 96th Street Elementary
- 96th Street Elementary DL Two-Way Im Spanish
- 9th Street Elementary
- Angeles Mesa Elementary
- Baldwin Hills Elementary
- Budlong Avenue Elementary
- Carthay Elementary of Environmental Studies Magnet
- Columbus Avenue Elementary
- Esperanza Elementary
- Fairburn Avenue Elementary
- Figueroa Street Elementary
- Hubert Howe Bancroft Middle School
- Hubert Howe Bancroft Middle School Performing Arts Magnet
- La Salle Avenue Elementary
- MacArthur Park Elementary Visual and Performing Arts
- Manhattan Place Elementary
- Mariposa-Nabi Primary Center
- Marquez Charter
- Mountain View Elementary DL Two-Way Im Armenian
- Rancho Dominguez Preparatory School
- Rio Vista Elementary
- Saticoy Elementary DL Two-Way Im Armenian
- South Park Elementary DL Two-Way Im Spanish
- West Athens Elementary
- Wisdom Elementary

Criteria

California Code of Regulations, Title 17, Section 6025: *(a)* A school or pre-kindergarten facility shall unconditionally admit or allow continued attendance to any pupil age 18 months or older whose parent or guardian has provided documentation of any of the following for each immunization required for the pupil's age or grade, as defined in Table A or B of this section:

Table B: California Immunization Requirements For Grades K-12

Grade	Number of Doses Required of Each Immunization
K-12 Admission	4 Polio 5 DTap 3 Hep B 2 MMR 2 Varicella
(7th - 12th)	1 Tdap
7th Grade Advancement	2 Varicella 1 Tdap

California Code of Regulations, Title 17, Section 6040:

(a) If a pupil attending a school or pre-kindergarten facility who was previously believed to be in compliance is subsequently discovered to not be in compliance with either the unconditional admission requirements specified in section 6025 or the conditional admission requirements specified in section 6035:

(1) The governing authority shall notify the parent or guardian of the time period within which the doses must be received. This time period may be no more than 10 school days after notification.
(2) The pupil shall continue in attendance only if the parent or guardian provides documentation that the immunization requirements have been met within the time period designated by the governing authority.

(b) The parent or guardian shall submit documentation that seventh grade immunization requirements have been met to the governing authority prior to first 7th grade attendance.

California Code of Regulations, Title 17, Section 6051(b) - The fact of the permanent medical exemption for specific immunization(s) shall be recorded in the pupil's record in accordance with section 6070.

California Code of Regulations, Title 17, Section 6055 - The governing authority shall exclude any pupil who does not meet the requirements for admission or continued attendance as specified in Article 2 of this subchapter and Health and Safety Code section 120335.

California Code of Regulations, Title 17, Section 6070

(a) Pre-kindergarten facility and school personnel must record information for each pupil regarding all doses of required immunizations and the status of all requirements, as defined in Article 2 of this subchapter, using an immunization record that is provided by the parent or guardian that complies with the documentary proof requirements of section 6065, from a prior school, or in an immunization registry or information system governed by Health and Safety Code section 120440. The governing authority of each school and pre-kindergarten facility shall maintain this information for each pupil in the pupil's record.

(b) The immunization information shall include the following elements:

(1) Pupil Name (Last, First, Middle).
(2) Statewide Student Identifier (SSID) (if assigned).
(3) Name of Parent/Guardian (Last, First).
(4) Birthdate (month, day, and year).
(5) Sex.
(6) Ethnicity (Hispanic/Latino, Non-Hispanic/Non-Latino).
(7) Race (African-American/Black, American Indian/Alaska Native, Asian, Native Hawaiian/Other Pacific Islander, White, Other).
(8) As specified in Table A or B of section 6025 for age or grade, the date (month, day, and year) each of the following required vaccine doses were given:
    (A) IPV/OPV (Polio).
    (B) DTaP/DTP (Diphtheria, Tetanus and [acellular] Pertussis).
    (C) MMR (Measles, Mumps, and Rubella).
    (D) Hib (Haemophilus influenzae type b; required for pre-kindergarten only).
    (E) Hep B (Hepatitis B).
    (F) VAR/VZV (Varicella or Chickenpox).
    (G) Tdap (Tetanus, reduced Diphtheria and [acellular] Pertussis; required for 7th grade advancement and 7th-12th grade admission).
(9) Permanent medical exemption (indicate for each vaccine as applicable).
(10) Status of requirements at admission to pre-kindergarten:
    (A) Name of staff who reviewed the pupil's immunization record.
    (B) (If applicable) Pupil is currently up-to-date but more doses are due as specified in Tables A and C of sections 6025 and 6035, respectively.
        i. Follow-up date (month, day and year).
    (C) (If applicable) Pupil has Temporary Medical Exemption as specified in section 6050.
        i. Follow-up date (month, day and year).
    (D) The date (month, day and year) pupil met requirements for admission as specified in section 6025.
(11) Status of requirements at admission to K-12:
    (A) Name of staff who reviewed the pupil's immunization record.
    (B) (If applicable) Pupil is currently up-to-date but more doses are due as specified in Tables B and D of sections 6025 and 6035, respectively.
        i. Follow-up date (month, day and year).
    (C) (If applicable) Pupil has Temporary Medical Exemption as specified in section 6050.
        i. Follow-up date (month, day and year).
    (D) The date (month, day and year) pupil met requirements for admission as specified in section 6025.
(12) Status of requirements at admission or advancement to 7th grade:
    (A) Name of staff who reviewed the pupil's immunization record.
    (B) (If applicable) Pupil is currently up-to-date but more doses are due as specified in Tables B and D of sections 6025 and 6035, respectively.
        i. Follow-up date (month, day and year).
    (C) (If applicable) Pupil has Temporary Medical Exemption as specified in section 6050.
        i. Follow-up date (month, day and year).
    (D) The date (month, day and year) pupil meets requirements for admission as specified in section 6025.

(c) Pursuant to subdivision (c) of section 120375 of the Health and Safety Code, the local health department shall have access to the health information as it relates to immunization of each pupil.

Condition, Cause and Effect

For the 73 schools identified as reporting a conditional admission rate greater than 10 percent in Kindergarten pupils to the California Department of Public Health (CDPH), we selected a sample of 353 Kindergarten pupils, excluding students in independent study and students with an individualized education program that includes special education and related services, and verified that each pupil has a California School Immunization Record, CDPH 286 (01/19) on file (prior version of form or equivalent electronic or hard copy record are acceptable), and verified that the pupils had 2 doses of varicella vaccine and 2 doses of a measles vaccine prior to admission, or had a current medical exemption on file. For pupils who only had 1 dose of either vaccine prior to admission, we verified that the 2nd dose was received within 4 calendar months and 10 school days after the 1st dose.

We noted the following findings, which occurred because the schools were not familiar with immunization requirements. As a result, the schools enrolled students who may not have been fully compliant with the requirements.

- **107th Street Elementary –** Out of the 14 pupils sampled, we noted the following exceptions:
  - One (1) pupil did not receive the required 2nd dose of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - One (1) pupil did not receive the required 2nd dose of the varicella vaccine within four calendar months and ten school days after receiving the 1st dose.
  - The pupils were marked present in the school's monthly attendance summary for a total of 221 days during the time in which the pupil was not compliant with immunization requirements.

- **109th Street Elementary –** Out of the 7 pupils sampled, we noted the following exceptions:
  - One (1) pupil did not receive the required 1st dose of the varicella vaccine before the first day of school and did not receive the required 2nd dose of the varicella vaccine within four calendar months and ten school days after receiving the 1st dose.
  - Two (2) pupils did not receive the required 2nd dose of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - The pupils were marked present in the school's monthly attendance summary for a total of 168 days during the time in which the pupil was not compliant with immunization requirements.

- **153rd Street Elementary –** Out of the 4 pupils sampled, we noted the following exceptions:
  - Two (2) pupils did not receive the required 2nd dose of the varicella vaccine within four calendar months and ten school days after receiving the 1st dose.
  - The pupils were marked present in the school's monthly attendance summary for a total of 210 days during the time in which the pupil was not compliant with immunization requirements.

- **15th Street Elementary –** Out of the 7 pupils sampled, we noted the following exceptions:
  - Two (2) pupils did not receive the required 2nd dose of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - The pupils were marked present in the school's monthly attendance summary for a total of 34 days during the time in which the pupil was not compliant with immunization requirements.

- **42nd Street Elementary –** Out of the 3 pupils sampled, we noted the following exception:
  - One (1) pupil did not receive the required 2nd dose of the varicella vaccine within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 69 days during the time in which the pupil was not compliant with immunization requirements.

- **52nd Street Elementary** – Out of the 10 pupils sampled, we noted the following exception:
  - One (1) pupil did not receive the required 2nd dose of the varicella vaccine within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 50 days during the time in which the pupil was not compliant with immunization requirements.

- **61st Street Elementary** – Out of the 8 pupils sampled, we noted the following exception:
  - Two (2) pupils did not receive the required 2nd dose of the varicella vaccine within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 179 days during the time in which the pupil was not compliant with immunization requirements.

- **96th Street Elementary** – Out of the 6 pupils sampled, we noted the following exception:
  - One (1) pupil did not receive the required 2nd dose of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 58 days during the time in which the pupil was not compliant with immunization requirements.

- **96th Street Elementary DL Two-Way Im Spanish** – Out of the 1 pupil sampled, we noted the following exception:
  - One (1) pupil did not receive the required 2nd dose of the varicella vaccine within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 73 days during the time in which the pupil was not compliant with immunization requirements.

- **9th Street Elementary** – Out of the 6 pupils sampled, we noted the following exception:
  - One (1) pupil did not receive the required 1st dose of the measles and varicella vaccines before the first day of school.
  - One (1) pupil did not receive the required 1st dose of the varicella vaccine before the first day of school.
  - One (1) pupil did not receive the required 1st dose of the varicella vaccine before the first day of school and did not receive the required 2nd dose of the measles vaccine within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 85 days during the time in which the pupil was not compliant with immunization requirements.

- **Angeles Mesa Elementary –** Out of the 7 pupils sampled, we noted the following exception:
  - Two (2) pupils did not receive the required 2nd dose of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 65 days during the time in which the pupil was not compliant with immunization requirements.

- **Baldwin Hills Elementary –** Out of the 8 pupils sampled, we noted the following exceptions:
  - One (1) pupil did not receive the required 2nd dose of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - The pupils were marked present in the school's monthly attendance summary for a total of 141 days during the time in which the pupils were not compliant with immunization requirements.

- **Budlong Avenue Elementary –** Out of the 10 pupils sampled, we noted the following exceptions:
  - Two (2) pupils did not receive the required 2nd dose of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - The pupils were marked present in the school's monthly attendance summary for a total of 98 days during the time in which the pupils were not compliant with immunization requirements.

- **Carthay Elementary of Environmental Studies Magnet –** Out of the 8 pupils sampled, we noted the following exception:
  - One (1) pupil did not receive the required 1st dose of the varicella vaccine before the first day of school and did not receive the required 2nd dose of the varicella vaccine within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 53 days during the time in which the pupil was not compliant with immunization requirements.

- **Columbus Avenue Elementary –** Out of the 7 pupils sampled, we noted the following exception:
  - One (1) pupil did not receive the required 1st dose of the varicella vaccine before the first day of school and did not receive the required 2nd dose of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 84 days during the time in which the pupil was not compliant with immunization requirements.

- **Esperanza Elementary –** Out of the 9 pupils sampled, we noted the following exceptions:
  - One (1) pupil did not receive the required 2nd dose of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - One (1) pupil did not receive the required 2nd dose of the varicella vaccine within four calendar months and ten school days after receiving the 1st dose.
  - The pupils were marked present in the school's monthly attendance summary for a total of 44 days during the time in which the pupil was not compliant with immunization requirements.

- **Fairburn Avenue Elementary –** Out of the 12 pupils sampled, we noted the following exception:
  - One (1) pupil did not receive the required 2nd dose of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 22 days during the time in which the pupil was not compliant with immunization requirements.

- **Figueroa Street Elementary –** Out of the 7 pupils sampled, we noted the following exception:
  - One (1) pupil did not receive the required 2nd dose of the varicella vaccine within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 36 days during the time in which the pupil was not compliant with immunization requirements.

- **La Salle Avenue Elementary –** Out of the 5 pupils sampled, we noted the following exception:
  - One (1) pupil did not receive the required 2nd dose of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - One (1) pupil did not receive the required 1st dose of the measles and varicella vaccines before the first day of school.
  - The pupil was marked present in the school's monthly attendance summary for a total of 56 days during the time in which the pupil was not compliant with immunization requirements.

- **MacArthur Park Elementary Visual and Performing Arts –** Out of the 4 pupils sampled, we noted the following exception:
  - One (1) pupil did not receive the required 2nd doses of the measles vaccine within four calendar months and ten school days after receiving the 1st dose and did not receive the required 1st dose of the varicella vaccine before the first day of school.
  - The pupil was marked present in the school's monthly attendance summary for a total of 59 days during the time in which the pupil was not compliant with immunization requirements.
- **Manhattan Place Elementary –** Out of the 4 pupils sampled, we noted the following exception:
  - One (1) pupil did not receive the required 2nd doses of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 4 days during the time in which the pupil was not compliant with immunization requirements.

- **Mariposa-Nabi Primary Center –** Out of the 3 pupils sampled, we noted the following exception:
  - One (1) pupil did not receive the required 2nd doses of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 8 days during the time in which the pupil was not compliant with immunization requirements.

- **Marquez Charter –** Out of the 7 pupils sampled, we noted the following exception:
  - One (1) pupil did not receive the required 2nd dose of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 129 days during the time in which the pupil was not compliant with immunization requirements.

- **Mountain View Elementary DL Two-Way Im Armenian –** Out of the 7 pupils sampled, we noted the following exception:
  - Three (3) pupils did not receive the required 2nd doses of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 164 days during the time in which the pupil was not compliant with immunization requirements.

- **Rio Vista Elementary –** Out of the 8 pupils sampled, we noted the following exception:
  - One (1) pupil did not receive the required 2nd doses of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - One (1) pupil did not receive the required 1st dose of the measles and varicella vaccines before the first day of school.
  - The pupil was marked present in the school's monthly attendance summary for a total of 242 days during the time in which the pupil was not compliant with immunization requirements.

- **Saticoy Elementary DL Two-Way Im Armenian –** Out of the 5 pupils sampled, we noted the following exception:
  - Three (3) pupils did not receive the required 2nd dose of the varicella vaccine within four calendar months and ten school days after receiving the 1st dose.
  - One (1) pupil did not receive the required 1st dose of the varicella vaccine before the first day of school.
  - The pupil was marked present in the school's monthly attendance summary for a total of 104 days during the time in which the pupil was not compliant with immunization requirements.

- **South Park Elementary DL Two-Way Im Spanish –** Out of the 2 pupils sampled, we noted the following exception:
  - One (1) pupil did not receive the required 2nd dose of the varicella vaccine within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 34 days during the time in which the pupil was not compliant with immunization requirements.

- **West Athens Elementary –** Out of the 12 pupils sampled, we noted the following exception:
  - Two (2) pupils did not receive the required 2nd dose of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - One (1) pupil did not receive the required 1st dose of the measles vaccine before the first day of school.
  - One (1) pupil did not receive the required 2nd dose of the varicella vaccine within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 339 days during the time in which the pupil was not compliant with immunization requirements.

- **Wisdom Elementary –** Out of the 10 pupils sampled, we noted the following exception:
  - Two (2) pupils did not receive the required 2nd dose of the measles and varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - The pupil was marked present in the school's monthly attendance summary for a total of 96 days during the time in which the pupil was not compliant with immunization requirements.

For the 7 schools identified as reporting a conditional admission rate greater than 10 percent in 7th Grade pupils to the California Department of Public Health (CDPH), we selected a sample of 37 7th Grade pupils, excluding students in independent study and students with an individualized education program that includes special education and related services, and verified each pupil has a California School Immunization Record, PM 286 (01/02) or CDPH 286 (01/14) on file (a later version or equivalent electronic or hard copy record is acceptable), and verified that each pupil obtained 2 doses of varicella vaccine prior to admission into 7th Grade. For pupils who only had 1 dose of varicella vaccine prior to admission, we verified that the 2nd dose was received within 4 calendar months and 10 school days after the 1st dose.

We noted the following findings, which occurred because the schools were not familiar with immunization requirements. As a result, the schools enrolled students who may not have been fully compliant with the requirements.

- **Hubert Howe Bancroft Middle School -** Out of the 7 pupils sampled, we noted the following exceptions:
  - One (1) pupil did not receive the required 1st dose of the varicella vaccine before the first day of school and did not receive the required 2nd dose of the varicella vaccines within four calendar months and ten school days after receiving the 1st dose.
  - The pupils were marked present in the school's monthly attendance summary for a total of 12 days during the time in which the pupils were not compliant with immunization requirements.

- **Hubert Howe Bancroft Middle School Performing Arts Magnet -** Out of the 8 pupils sampled, we noted the following exceptions:
  - One (1) pupil did not receive the required 2nd dose of the varicella vaccine within four calendar months and ten school days after receiving the 1st dose.
  - The pupils were marked present in the school's monthly attendance summary for a total of 72 days during the time in which the pupils were not compliant with immunization requirements.

- **Rancho Dominguez Preparatory School -** Out of the pupils 6 sampled, we noted the following exceptions:
  - One (1) pupil did not receive the required 1st dose of the varicella vaccine before the first day of school.
  - The pupils were marked present in the school's monthly attendance summary for a total of 178 days during the time in which the pupils were not compliant with immunization requirements.

These findings are repeat findings, having been reported previously at June 30, 2023 (S-2023-009).

LOS ANGELES UNIFIED SCHOOL DISTRICT

Schedule of Findings and Questioned Costs

June 30, 2024

Questioned Costs

- Grades TK-K – 2,796 days / 182 days = 15.36 ADA overstated * $15,008.62 = $230,532.40
- Marquez Charter – 129 days / 182 days = 0.71 ADA overstated * $11,311.51 = $8,031.17

Kindergarteners:

- 107th Street Elementary – 221 days overstated/182 days in single track school year
- 109th Street Elementary – 168 days overstated/182 days in single track school year
- 153rd Street Elementary – 210 days overstated/182 days in single track school year
- 15th Street Elementary – 34 days overstated/182 days in single track school year
- 42nd Street Elementary – 69 days overstated/182 days in single track school year
- 52nd Street Elementary – 50 days overstated/182 days in single track school year
- 61st Street Elementary – 179 days overstated/182 days in single track school year
- 96th Street Elementary – 58 days overstated/182 days in single track school year
- 96th Street Elementary DL Two-Way Im Spanish – 73 days overstated/182 days in single track school year
- 9th Street Elementary – 85 days overstated/182 days in single track school year
- Angeles Mesa Elementary – 65 days overstated/182 days in single track school year
- Baldwin Hills Elementary – 141 days overstated/182 days in single track school year
- Budlong Avenue Elementary – 98 days overstated/182 days in single track school year
- Carthay Elementary of Environmental Studies Magnet – 53 days overstated/182 days in single track school year
- Columbus Avenue Elementary – 84 days overstated/182 days in single track school year
- Esperanza Elementary – 44 days overstated/182 days in single track school year
- Fairburn Avenue Elementary – 22 days overstated/182 days in single track school year
- Figueroa Street Elementary – 36 days overstated/182 days in single track school year
- La Salle Avenue Elementary - 56 days overstated/182 days in single track school year
- MacArthur Park Elementary Visual and Performing Arts– 59 days overstated/182 days in single track school year
- Manhattan Place Elementary – 4 days overstated/182 days in single track school year
- Mariposa-Nabi Primary Center Elementary – 8 days overstated/182 days in single track school year
- Marquez Charter – 129 days overstated/182 days in single track school year
- Mountain View Elementary DL Two-Way Im Armenian – 164 days overstated/182 days in single track school year
- Rio Vista Elementary – 242 days overstated/182 days in single track school year
- Saticoy Elementary DL Two-Way Im Armenian – 104 days overstated/182 days in single track school year
- South Park Elementary DL Two-Way Im Spanish – 34 days overstated/182 days in single track school year
- West Athens Elementary – 339 days overstated/182 days in single track school year
- Wisdom Elementary – 96 days overstated/182 days in single track school year

- Grades 7 – 262 days / 182 days = 1.44 ADA overstated * $14,208.23 = $20,459.85

7th Graders:

- Hubert Howe Bancroft Middle School – 12 days overstated/182 days in single track school year
- Hubert Howe Bancroft Middle School Performing Arts Magnet – 72 days overstated/182 days in single track school year
- Rancho Dominguez Preparatory School – 178 days overstated/182 days in single track school year

Recommendation

We recommend that the District strengthen its controls over implementing District policies regarding pupil immunization record tracking. Furthermore, we recommend that the District continue providing adequate training to the schools to properly monitor pupil immunization.

Views of Responsible Officials and Planned Corrective Actions

The District has established the following action steps to address the audit findings.

1. Meeting with the Chief Medical Director, Dr. Malhotra – December 2024
    a. Review results of audit and discuss strategies to address the results
2. Met with Nursing Coordinators – January 2025
    a. Review results of audit and discuss strategies to address the results
    b. Discuss plan of action moving forward
3. Meeting with Administrator of Operations – January 2025
    a. Review results of audit and discuss strategies to address the results
4. School Nurses training Office Personnel – Ongoing
    a. To provide refresher to office personnel regarding state immunization requirements
    b. To provide initial training to office personnel who are new to the job on state immunization requirements
5. Immunization reports forwarded to Region Leadership – Weekly
    a. To provide data to leadership to review their Region compliance rate and rates individually at school
    b. To work with Schools Nurses at sites to improve compliance rates
    c. Inter-Office Correspondence (IOC) included which discusses California immunization requirements and the need for students to be immunized
6. Immunization Work Group – Every two weeks
7. Robust communication plan – Monthly
    a. LAUSD account social media posts
    b. District Nursing Services social media posts
    c. Provide list of LAUSD clinics where families can go to get immunizations

Name: Sosse Bedrossian
Title: Director
Contact Information: (213) 202-7580 or sosse.bedrossian@lausd.net

S-2024-010 – Expanded Learning Opportunities Grant

State Audit Guide Finding Codes: 40000

Criteria

California Education Code, Section 43522(b) - specifically, funds received under subdivision (b) of Section 43521 shall be expended only for any of the following purposes:

(1) Notwithstanding Section 37202, instructional learning time in addition to what is required pursuant to Part 24.5 (commencing with Section 43500) of Division 3 for the 2020–21 school year and Chapter 2 (commencing with Section 46100) of Part 26 of, or Chapter 3 (commencing with Section 47610) of Part 26.8 of, Division 4, and Section 300.106 of Title 34 of the Code of Federal Regulations for the 2021–22 and the 2022–23 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs.

Condition, Cause and Effect

In our sample of ten (10) ELO-G payroll expenditures (Resource 7425), we verified whether the employees' time pertained to in-person services was allowable under Education Code section 43522(b).

We noted the following finding:

- One (1) employee had a total of 15 hours charged in excess to the ELO-G fund in which the employee did not perform work related to the summer school extended instructional learning program. Although the District properly reviewed the employees' timecard for the pay period and posted the necessary adjustments to account for time worked on other tasks, they erroneously did not adjust 15 hours out of the ELO-G fund.

Questioned Costs

Not applicable. Upon our identification of the sampled employee, the District identified the above error and corrected the ELO-G fund by transferring out the costs associated with the 15 hours. As the District corrected the error before closing its June 30, 2024, financial statements, no questioned costs are to be assessed. As such, the above finding has been resolved.

Recommendation

We recommend that the District strengthen its monitoring and review controls over expenditure charges to the ELO-G fund to ensure that all costs are associated with allowable services and that all necessary adjustments are made timely.

Views of Responsible Officials, Planned Corrective Actions, and Contact Information

The Division of Instruction will continue to provide guidance in the payroll handbook for timely and accurate payroll entry when using ELO-G funds.

The District does not anticipate additional ELO-G funding in future fiscal years.

Name: John Vladovic
Title: Executive Director, Secondary Education
Telephone: (310) 991-9771

S-2024-011 – Expanded Learning Opportunities Program

State Audit Guide Finding Codes: 40000

Schools Affected

- 232nd Place Elementary
- Broadway Elementary
- Carlos Santana Arts Academy
- Vista del Valle Dual Language Academy

Criteria

California Education Code, Section 46120(g)(6) – "Provide access," with respect to an "expanded learning opportunity program," means to enroll in the expanded learning opportunity program. If a parent or guardian has a signed expanded learning opportunity program registration form and that form is on file, the pupil shall be considered enrolled in the expanded learning opportunity program. For a local educational agency receiving an expanded learning opportunity program apportionment, transportation shall be provided for any pupil who attends a school that is not operating an expanded learning opportunity program to attend a location that is providing an expanded learning opportunity program and to return to their original location or another location that is established by the local educational agency.

Condition, Cause and Effect

In our sample of 23 District schools and 2 Charter schools, we selected 319 expanded learning opportunity program registration forms. We verified whether students who had filled out a registration form were found in the master enrollment list.

We identified the following:

- Five (5) students submitted completed registration forms but were not listed on the master enrollment list.

Questioned Costs

Not applicable.

Recommendation

We recommend that the District strengthen its controls over the master enrollment list to ensure it includes all students who submit a registration form.

Views of Responsible Officials, Planned Corrective Action, and Contact Information

Beyond the Bell Branch will implement the following Corrective Action Plan related to maintaining a current master enrollment list at each expanded learning program site:

1. Provide explicit written guidelines to agency contractors and district-operated program personnel by February 28, 2025, outlining the policies and procedures for ensuring that all students who submit an expanded learning program registration form are added to the master enrollment list.
2. Conduct mandatory training for agency contractors and district-operated program personnel in February 2025 on the policies and procedures for maintaining a current master enrollment list. This training session will be recorded and shared with agency contractors and district-operated program personnel as a resource to support program implementation.
3. Perform ongoing site visits by Beyond the Bell administrators and Traveling Program Supervisors to review enrollment information and ensure all expanded learning programs adhere to the established policies and procedures for maintaining a current master enrollment list.

The expected outcome of these corrective actions is to strengthen the District's controls over ensuring equitable access to expanded learning programs and to reduce or eliminate similar findings in the future.

Name: Jose Carrillo
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S-2024-012 – Transitional Kindergarten

State Audit Guide Finding Codes: 40000

Criteria

California Education Code, Section 48000 (g) – As a condition of receipt of apportionment for pupils in a transitional kindergarten program pursuant to Section 46300, a school district or charter school shall do all of the following:

(1) Maintain an average transitional kindergarten class enrollment of not more than 24 pupils for each schoolsite.

(2) Commencing with the 2022–23 school year, maintain an average of at least one adult for every 12 pupils for transitional kindergarten classrooms at each schoolsite.

California Education Code, Section 48000.1(b) – (1) Commencing with the 2022–23 school year, if a school district or charter school fails to comply with the requirements of paragraphs (1) to (4), inclusive, of subdivision (g) of Section 48000, the Superintendent shall withhold from the school district's or charter school's entitlement computed pursuant to Section 42238.02 the sum of the following:

(A) For school districts and charter schools that fail to meet the adult-to-pupil ratio requirements of paragraph (2) of subdivision (g) of Section 48000, the amount determined by multiplying:

(i) The number of additional adults needed to meet the requirements of paragraph (2) of subdivision (g) of Section 48000, as calculated by dividing the total transitional kindergarten enrollment at the schoolsite, as determined pursuant to subparagraph (A) of paragraph (2) of subdivision (g) of Section 48000, by 12, rounded to the nearest half or whole integer, minus the total number of adults at the schoolsite, as determined pursuant to subparagraph (B) of paragraph (2) of subdivision (g) of Section 48000.

(ii) Twenty-four, reduced by the statewide average rate of absence for elementary school districts for kindergarten and grades 1 to 8, inclusive, as calculated by the department for the prior fiscal year, with the resultant figures and rates rounded to the nearest tenth.

(iii) The per average daily attendance rate determined pursuant to paragraph (2) of subdivision (g) of Section 42238.02.

(C) For school districts and charter schools that fail to maintain an average transitional kindergarten class enrollment of not more than 24 pupils for each schoolsite, as required pursuant to paragraph (1) of subdivision (g) of Section 48000, the amount determined by multiplying the then-current fiscal year's average daily attendance reported for the second principal apportionment period in transitional kindergarten by the amount specified in subparagraph (A) of paragraph (3) of subdivision (d) of Section 42238.02, unless the school district fails to meet the requirements for average class size for kindergarten and grades 1 to 3, inclusive, pursuant to clause (i) of subparagraph (D) of paragraph (3) of subdivision (d) of Section 42238.02.

California Education Code, Section 48000.15 (d) – (1) Any classroom that includes an early enrollment child shall maintain an adult-to-pupil ratio of at least one adult to every 10 pupils.

(3) Any transitional kindergarten classroom that includes an early enrollment child shall maintain a classroom enrollment that does not exceed 20 pupils.

California Education Code, Section 48000.15 (e) – (1) If a school district or charter school fails to comply with the requirements of paragraph (1) or (3) of subdivision (d), the Superintendent shall withhold from the school district's or charter school's entitlement computed pursuant to Section 42238.02 an amount pursuant to the following:

(A) For school districts and charter schools that fail to meet the adult-to-pupil ratio requirements of paragraph (1) of subdivision (d) for classrooms that include an early enrollment child, the amount shall be determined by multiplying:

(i) The number of additional adults needed to meet the requirements of paragraph (1) of subdivision (d), as calculated by dividing the total enrollment pupils in each transitional kindergarten classroom with early enrollment children, by 10, rounded to the nearest half or whole integer, minus the total number of adults assigned to the classroom, as determined pursuant to subparagraph (B) of paragraph (3) of subdivision (b).

(ii) Twenty, reduced by the statewide average rate of absence for elementary school districts for kindergarten and grades 1 to 8, inclusive, as calculated by the department for the prior fiscal year, with the resultant figures and rates rounded to the nearest tenth.

(iii) The per average daily attendance rate determined pursuant to paragraph (2) of subdivision (g) of Section 42238.02.

(B) For school districts and charter schools that fail to maintain a class enrollment of not more than 20 pupils, as required pursuant to paragraph (3) of subdivision (d), the amount determined by multiplying the then-current fiscal year's average daily attendance reported for the second principal apportionment period in transitional kindergarten classrooms with early enrollment children by the amount specified in subparagraph (A) of paragraph (3) of subdivision (d) of Section 42238.02, unless the school district or charter school fails to meet the requirements for average class size for kindergarten and grades 1 to 3, inclusive, pursuant to clause (i) of subparagraph (D) of paragraph (3) of subdivision (d) of Section 42238.02.

Condition, Cause and Effect

We had a total sample of 91 District schools and 9 Charter schools.

Of our total 91 sampled District schools, 4 offered transitional kindergarten which did not include early enrollment pupils. We verified whether each school site's average class enrollment exceeded 24 pupils and whether each school site had an average of at least one adult for every 12 pupils for transitional kindergarten classrooms.

LOS ANGELES UNIFIED SCHOOL DISTRICT

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Our remaining samples of 87 District schools and 9 Charter schools offered transitional kindergarten which included early enrollment pupils. We verified whether each school site's average class enrollment exceeded 20 pupils and whether each school site had an average of at least one adult for every 10 pupils for early enrollment classrooms.

We identified the following findings arising from challenges schools faced in filling vacant positions for the additional adult role to achieve the required adult-to-student ratio.

- Thirteen (13) District school sites that offered early enrollment exceeded an average class enrollment of 20 pupils. As such, the penalty for average class enrollment is calculated as follows:

P-2 TK ADA with Early Enrollment		4,420.93	*(a)*
K-3 GSA Rate	$	1,032.00	*(b)*
TK Average Class Size Penalty	**$**	**4,562,399.76**	*(c) = (a) * (b)*

- One (1) Charter school site, Colfax Charter Elementary that offered early enrollment, exceeded an average class enrollment of 20 pupils. As such, the penalty for average class enrollment is calculated as follows:

P-2 TK ADA with Early Enrollment		31.27	*(a)*
K-3 GSA Rate	$	1,032.00	*(b)*
TK Average Class Size Penalty	**$**	**32,270.64**	*(c) = (a) * (b)*

- Five (5) District school sites did not have the minimum of one (1) adult for every twelve (12) pupils of transitional kindergarten resulting in an additional need of four and one half (4.5) adults to meet the minimum requirement. As such, the penalty for adult-to-pupil ratio is calculated as follows:

Additional Adults Needed		4.50	*(a)*
24 Reduced by the 7.5% Absent Rate		22.20	*(b)*
Transitional Kindergarten add-on Rate	$	3,044.00	*(c)*
Adult-to-Student Ratio Penalty	**$**	**304,095.60**	*(d) = (a) * (b) * (c)*

- Beckford Charter for Enriched Studies school site did not have the minimum of one (1) adult for every twelve (12) pupils of transitional kindergarten resulting in an additional need of one half (0.5) an adult to meet the minimum requirement. As such, the penalty for adult-to-pupil ratio is calculated as follows:

Additional Adults Needed		0.50	*(a)*
24 Reduced by the 7.5% Absent Rate		22.20	*(b)*
Transitional Kindergarten add-on Rate	$	3,044.00	*(c)*
Adult-to-Student Ratio Penalty	**$**	**33,788.40**	*(d) = (a) * (b) * (c)*

- Topanga Elementary Charter School school site did not have the minimum of one (1) adult for every twelve (12) pupils of transitional kindergarten resulting in an additional need of one half (0.5) adult to meet the minimum requirement. As such, the penalty for adult-to-pupil ratio is calculated as follows:

Additional Adults Needed		0.50	*(a)*
24 Reduced by the 7.5% Absent Rate		22.20	*(b)*
Transitional Kindergarten add-on Rate	$	3,044.00	*(c)*
Adult-to-Student Ratio Penalty	**$**	**33,788.40**	*(d) = (a) * (b) * (c)*

- Seven (7) District school sites, which offered early enrollment, did not have the minimum of one (1) adult for every ten (10) pupils of early enrollment resulting in an additional need of four (4) adults to meet the minimum requirement. As such, the penalty for adult-to-pupil ratio is calculated as follows:

Additional Adults Needed		4.00	*(a)*
20 Reduced by the 7.5% Absent Rate		18.50	*(b)*
Transitional Kindergarten add-on Rate	$	3,044.00	*(c)*
Adult-to-Student Ratio Penalty	**$**	**225,256.00**	*(d) = (a) * (b) * (c)*

- Colfax Charter Elementary school site that offered early enrollment, did not have the minimum of one (1) adult for every ten (10) pupils of early enrollment resulting in an additional need of one half (0.5) adult to meet the minimum requirement. As such, the penalty for adult-to-pupil ratio is calculated as follows:

Additional Adults Needed		0.50	*(a)*
20 Reduced by the 7.5% Absent Rate		18.50	*(b)*
Transitional Kindergarten add-on Rate	$	3,044.00	*(c)*
Adult-to-Student Ratio Penalty	**$**	**28,157.00**	*(d) = (a) * (b) * (c)*

LOS ANGELES UNIFIED SCHOOL DISTRICT

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Questioned Costs

District Schools

Average Class Enrollment Penalty	$ 4,562,399.76
Adult-to-Pupil Ratio Penalty	529,351.60
Total Penalty	**$ 5,091,751.36**

Beckford Charter for Enriched Studies

Adult-to-Pupil Ratio Penalty	33,788.40
Total Penalty	**$ 33,788.40**

Topanga Elementary Charter School

Adult-to-Pupil Ratio Penalty	33,788.40
Total Penalty	**$ 33,788.40**

Colfax Charter Elementary

Average Class Enrollment Penalty	$ 32,270.64
Adult-to-Pupil Ratio Penalty	28,157.00
Total Penalty	**$ 60,427.64**

Recommendation

We recommend that the District implement mechanisms to track their compliance with transitional kindergarten and early enrollment average class enrollment and adult-to-pupil ratio throughout the year to monitor compliance with transitional kindergarten average class enrollment and adult-to-pupil ratio requirements.

Views of Responsible Officials, Planned Corrective Actions, and Contact Information

The District has implemented mechanisms to track compliance with class size and adult-to-student ratio requirements in the SY 24-25.

- By May 2024, a Transitional Kindergarten Resources and Communication Toolkit was shared with school sites and district administrators to ensure class capacity and ratio requirements are adhered to.
- On April 2024, District policy documents such as the Universal Transitional Kindergarten reference guide (REF-123501.3) was updated and shared to communicate adherence to state requirements.
- Principal meetings were held on May 2024 in each region to review the state requirements for class capacity and adult-to-student ratio.
- Regional Principal meetings were held again on July 2024 and August 2024 to review the ratio and capacity requirements for UTK classes for the SY24-25.
- By November 2024, job aids, Frequently Asked Questions (FAQs) documents, and UTK Toolkits were created and posted in the LAUSD Principal's Portal. These included the updated reference guide, presentations and information about ratio and class capacity requirements.

To ensure that schools are adhering to the class capacity and ratio requirements, Budget Services Division, Attendance and Student Enrollment Office, and the Early Childhood Education Division will collaborate to identify schools that are non-compliant and address issues promptly by Spring 2025.

If you have any questions, please feel free to contact any of the parties below:

Name	Title	Office	Email
Pia Sadaqatmal	Chief of Transitional Programs	Office of Transitional Programs	pcs9151@lausd.net
Dean Tagawa	Executive Director	Early Childhood Education Division	dtagawa@lausd.net
Nirupama Jayaraman	Deputy Budget Director	Budget Services and Financial Planning	nirupama.jayaraman@lausd.net

S-2024-013 – Attendance Accounting – Dependent Charters – Attendance Computations

State Program: Attendance Accounting: Attendance Reporting

State Audit Guide Finding Codes: 10000 and 40000

Schools Affected

- El Oro Way Charter for Enriched Studies
- Paul Revere Charter Middle School
- Plainview Academic Charter Academy
- Sylmar Charter High School

Criteria

California Education Code, Section 47612(b) – The average daily attendance in a charter school may not, in any event, be generated by a pupil who is not a California resident. To remain eligible for generating charter school apportionments, a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma. The state board shall, on or before January 1, 2000, adopt regulations defining "satisfactory progress."

Condition, Cause and Effect

For our sample of twelve (12) schools, we obtained the Student Monthly Attendance Summary Reports (SMASRs) for a sample of teachers for school month two (2). SMASRs are system-generated reports from the District's My Integrated Student Information System (MiSiS), a system utilized by the teachers to electronically input, submit and certify student attendance daily. We verified whether these SMASRs were reported accurately in the *Second Principal Report (P2)* and the *Annual Principal Report (P3).* We obtained the monthly statistical reports where all the SMASRs are summarized, for our sampled schools and we verified whether the SMASRs were completely and accurately summarized. We then traced these monthly statistical reports to the Attendance Ledgers, which in turn were traced to the *Second Principal Report (P2)* and the *Annual Principal Report (P3).*

To test the integrity of the data reported in the sampled SMASRs, we selected a sample of absences from notes, phone logs and other absence records and compared them to the SMASRs to verify that they were not included in the calculation of Average Daily Attendance reported in the P2. In addition, since the SMASRs are generated through MiSiS, we also tested the system's general internal controls which included but were not limited to appropriate access controls. We selected a sample of 14,545 days of attendance and 740 days of absences for testing and noted the following findings, resulting from staff's untimely updating of student's attendance records:

- **El Oro Way Charter for Enriched Studies** - Out of the 1,379 days of attendance and 46 days of absences sampled, we noted the following exceptions:
    - Two (2) students were absent for a total of two (2) days, as evidenced by an absence note, but were recorded as present in the SMASR.

- **Paul Revere Charter Middle School** - Out of the 1,511 days of attendance and 120 days of absences sampled, we noted the following exceptions:
    - One(1) student was absent for a total of one(1) day, as evidenced by an absence note, but were recorded as present in the SMASR.
    - One (1) student was absent for a total of two (2) days, as evidenced by an absence note, but were recorded as present in the SMASR. The school updated MiSiS to reflect the student as absent prior to P2 reporting but subsequent to providing the SMASR. As MiSiS has been updated to reflect the correct attendance of the student prior to P2 reporting, this does not lead to questioned costs.

- **Plainview Academic Charter Academy** - Out of the 1,200 days of attendance and 90 days of absences sampled, we noted the following exception:
    - One (1) student was absent for a total of one (1) day, as evidenced by an absence note, but was recorded as present in the SMASR.

- **Sylmar Charter High School** - Out of the 686 days of attendance and 55 days of absences sampled, we noted the following exceptions:
    - Two (2) students were absent for a total of two (2) days, as evidenced by an absence note, but were recorded as present in the SMASR. The school updated MiSiS to reflect the students as absent prior to P2 reporting but subsequent to providing the SMASR. As MiSiS has been updated to reflect the correct attendance of the students prior to P2 reporting, this does not lead to questioned costs.

These findings are repeat findings, having been reported previously at June 30, 2023 (S-2023-012), but for different schools.

Questioned Costs

- El Oro Way Charter for Enriched Studies
- Grades TK/K-3: 2 days/142 days in single track school year
    - Grades TK/K-3: 2 days/142 = 0.01 ADA overstated * $11,810.43 = $118.10

- Paul Revere Charter Middle School
- Grades 4 to 6: 1 day/142 days in single track school year
    - Grades 4 to 6: 1 day/142 days = 0.01 ADA overstated * $10,600.84 = $106.01

- Plainview Academic Charter Academy
- Grades 4 to 6: 1 day/142 days in single track school year
    - Grades 4 to 6: 1 day/142 days = 0.01 ADA overstated * $13,962.53 = $139.63

Recommendation

We recommend that the District and the schools continue to strengthen their controls over implementing attendance policies over student attendance reporting by ensuring schools maintain adequate support for reported absences, accurately report student absences in the school's monthly attendance summary and retain supporting documentation for instances in which students arrive to school late or leave early. Finally, we recommend that the District continue to support the schools by providing adequate training in attendance reporting so that proper attendance reporting procedures are adhered to and that the District maintains documentation reflecting that each of the schools identified above has been successfully trained.

Views of Responsible Officials, Planned Corrective Action, and Contact Information

To improve accurate attendance reporting and alignment with SMASR, Pupil Services will implement the following actions:

1. **Automated Reminders in MiSiS or Other LAUSD System**: Pupil Services will consult with the MiSiS team to explore the possibility of setting up automated reminders in MiSiS. These reminders will prompt designated school staff to review and correct attendance data in the SMASR before the end of each month. Pupil Services will define the specific user roles that will receive the reminders, the frequency of the notifications, and the duration by January 2025.

2. **Self-Audit Tool for Schools**: Pupil Services will develop a self-audit tool to assist schools in reviewing their attendance data monthly. This tool will focus on common errors identified in past audit findings. This tool will be available to all LAUSD staff via the Pupil Services SharePoint by January 2025.

3. **Virtual Drop-In Sessions with Office of Organizational Excellence**: Pupil Services in collaboration with Office of Organizational Excellence participate in virtual drop-in sessions twice a year, where school staff can ask questions about common audit findings and review SMASR-related issues beginning in October 2024.

4. **Guidance on Attendance Data Review**: Pupil Services will develop training material including SMASR and additional MiSiS reports to support accurate attendance taking procedures. Pupil Services will continue to support the schools by providing adequate training in attendance reporting so that proper attendance reporting procedures are adhered to. The training titled "Tools to Support Accurate Attendance & Withdrawal Procedures" will include SMASR and additional MiSiS reports to support accurate attendance taking procedures and will be available to all school staff by March 2025. Pupil Services will be trained during the second semester of 2024-25 school year. Pupil Services will maintain documentation reflecting that each of the schools identified above has been successfully trained.

5. **SMASR Timeline Reminders**: Pupil Services will develop a school year timeline with monthly dates for school staff to review attendance data reflected on the SMASR and assist with correcting attendance discrepancies. PSA will include the SMASR MiSiS job aide to support this process. Reminders will be posted on Schoology to remind staff about the timeline and tools by January 2025.

These steps will strengthen the ability to maintain accurate attendance data and ensure compliance with SMASR reporting.

Name: Elsy Rosado
Title: Director, Pupil Services and Attendance
Telephone: (213) 241-3844

LOS ANGELES UNIFIED SCHOOL DISTRICT

Status of Prior Year Findings and Recommendations

June 30, 2024

Section V - Findings Relating to the Prior Year Basic Financial Statements which are Required to be Reported in Accordance with Government Auditing Standards

Finding – FS-2023-001 Reimbursement Grant Revenue Recognition (Material Weakness)
Finding – FS-2022-001 Reimbursement Grant Revenue Recognition (Material Weakness)

State Audit Guide Finding Code: 30000

Recommendation

We recommend that the District strengthen its controls over reimbursement or expenditure-driven grant revenue recognition as follows:

- Ensure that the Revenue Recognition Policies and Procedures are updated annually to include all grants in which the District continues to participate in and any new cost reimbursement grants received in the current fiscal year.
- Ensure that the Facilities' staff continue to be adequately trained and knowledgeable of reimbursement grant accounting and financial reporting requirements.
- The ADCP is to continue verifying revenues recorded during the current fiscal year to ensure recording in the proper accounting period.
- The ADCP is to continue reviewing subsequent cash receipts pertaining to reimbursement grants to ensure recording in the proper accounting period.

Current Status

Implemented.

Finding – FS-2023-002 Vulnerability Management (Significant Deficiency)
Finding – FS-2022-002 Vulnerability Management (Significant Deficiency)

State Audit Guide Finding Code: 30000

SAP Vulnerability

Recommendation

We recommend that District management monitor and remediate sensitive vulnerabilities in a timely manner. At a minimum, "Critical" and "High" severity level vulnerabilities should be remediated within 30 days of identification.

Current Status

Partially implemented; see item FS-2024-001 within the accompanying schedule of findings and questioned costs.

MiSiS Vulnerability

Recommendation

We recommend that District management monitor and remediate sensitive vulnerabilities in a timely manner. At a minimum, "Critical" and "High" severity level vulnerabilities should be remediated within 30 days of identification.

Current Status

Partially implemented; see item FS-2024-001 within the accompanying schedule of findings and questioned costs.

CMS Vulnerability

Recommendation

We recommend that District management monitor and remediate sensitive vulnerabilities in a timely manner. At a minimum, "Critical" and "High" severity level vulnerabilities should be remediated within 30 days of identification.

Current Status

Partially implemented; see item FS-2024-001 within the accompanying schedule of findings and questioned costs.

LOS ANGELES UNIFIED SCHOOL DISTRICT

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Welligent Vulnerability

Recommendation

We recommend that District management monitor and remediate sensitive vulnerabilities in a timely manner. At a minimum, "Critical" and "High" severity level vulnerabilities should be remediated within 30 days of identification.

Current Status

Partially implemented; see item FS-2024-001 within the accompanying schedule of findings and questioned costs.

LOS ANGELES UNIFIED SCHOOL DISTRICT

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Section VI - Findings and Questioned Costs Related to Federal Awards

1. **Finding F-2023-001 – Activities Allowed or Unallowed/Allowable Costs and Cost Principles**

Program Identification

Title I Grants to Local Educational Agencies, U.S. Department of Education, Passed through the California Department of Education, AL No. 84.010, PCA Nos. 14329 and 15438

Special Education-Grants to States (IDEA, Part B), U.S. Department of Education, Passed through the California Department of Education, AL No. 84.027A, 22-13379-64733-01

English Language Acquisition State Grants, U.S. Department of Education, Passed through the California Department of Education, AL No. 84.365Z, PCA No. 14365, T365Z210143/C#21079A

Improving Teacher Quality State Grants, U.S. Department of Education, Passed through the California Department of Education, AL No. 84.367, PCA 14341

COVID-19 American Rescue Plan – Elementary and Secondary School Emergency Relief (ARP ESSER), U.S. Department of Education, Passed through the California Department of Education, AL No. 84.425U, PCA No. 15559

State Audit Guide Finding Codes: 30000 and 50000

Recommendation

We recommend that the District enhance its internal controls over payroll expenditures and related compliance requirements by providing adequate and continuous training to school administrators, timekeepers, and supervisors on the necessary procedures to ensure ongoing compliance is effectively monitored. We also recommend that management responsible for each grant develop and reinforce controls for reviewing and approving Multi-Funded Time Reports or timesheets prior to submission to the funding agency, ensuring that the review and approval process is well-documented. In addition, the District should also conduct internal audits to assess the accuracy of timesheets or Multi-Funded Time Reports and the timeliness of signed Periodic Certification submissions to ensure compliance with the established requirements.

Current Status

Implemented.

2. **Finding F-2023-002 – Special Tests and Provisions – Annual Report Card, High School Graduation Rate**

Program Identification

Title I Grants to Local Educational Agencies, U.S. Department of Education, Passed through the California Department of Education, AL No. 84.010, PCA Nos. 14329.

State Audit Guide Finding Codes: 30000 and 50000

Recommendation

Given the recurring nature of this finding, we strongly recommend that the District take more robust measures to strengthen and improve its existing controls over enrollment/withdrawal status to ensure that student records on MiSiS are accurate and that necessary documents are maintained. Additionally, we recommend that the District continue to provide training on accurate enrollment/withdrawal codes and on the appropriate levels of written documentation required for various withdrawal situations under both ESSA and CDE guidance.

Current Status

Implemented.

3. **Finding F-2023-003 - Reporting**

Program Identification

Improving Teacher Quality State Grants, U.S. Department of Education, Passed through the California Department of Education, AL No. 84.367, PCA No. 14341.

State Audit Guide Finding Codes: 30000 and 50000

Recommendation

We recommend that the District strengthen and improve its existing controls over the ConApp reporting process to ensure that all reported information is reconciled between the accounting records and the ConApp submissions.

Current Status

Implemented.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Status of Prior Year Findings and Recommendations

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Section VII – Findings and Questioned Costs Relating to State Awards

S-2023-001 – Regular and Special Day Classes – Attendance Computations

State Program: Attendance Accounting: Attendance Reporting

State Audit Guide Finding Codes: 10000 and 40000

Schools Affected

- Alexandria Avenue Elementary
- Arlington Heights Elementary
- Arlington Heights Elementary DL Two-Way Im Spanish
- Atwater Avenue Elementary
- Avalon Gardens Elementary
- Belmont Senior High
- Brentwood Elementary Science Magnet
- Broadacres Avenue Elementary
- Cabrillo Avenue Elementary
- Carmen Lomas Garza Primary Center
- Coeur D Alene Avenue Elementary
- Corona Avenue Elementary
- Crescent Heights Boulevard Elementary Lang Arts/Soc Jstc Mag
- CTC - West
- Del Amo Elementary
- Delevan Drive Elementary
- Denker Avenue Elementary
- Dolores Huerta Elementary School
- Dolores Street Elementary
- Dr Sammy Lee Elementary Medical and Health Science Magnet
- Florence Nightingale Middle School
- Florence Nightingale Middle School Bus Entrprshp Tech Magnet
- Francisco Bravo Senior High Medical Magnet
- George De la Torre Jr Elementary STEAM Magnet
- Hollywood Elementarys
- Ivanhoe Elementary
- Lafayette Park Primary Center
- Manhattan Place Elementary
- Menlo Avenue Elementary
- Menlo Avenue Elementary DL Two-Way Im Spanish
- Menlo Avenue Elementary STEAM Magnet
- Mount Washington Elementary
- Nevin Avenue Elementary
- Noble Avenue Elementary
- Park Western Place Elementary
- Point Fermin Elementary Marine Science Magnet
- Raymond Avenue Elementary
- RFK Comm Schls - UCLA Community School K-12
- Ricardo Lizarraga Elementary
- Rio Vista Elementary
- San Fernando Elementary
- Saticoy Elementary
- Saticoy Elementary DL Two-Way Im Armenian
- Sierra Vista Elementary
- Walgrove Avenue Elementary
- Walnut Park Elementary
- West Athens Elementary
- Wilshire Park Elementary School

Recommendation

We recommend that the District and the schools continue to strengthen its controls over implementing attendance policies over student attendance reporting by ensuring schools maintain adequate support for reported absences, accurately report student absences in the SMASR, and retain supporting documentation for instances in which students arrive to school late or leave early. Additionally, we recommend that the District strengthen its controls over properly retaining attendance supporting documentation at school sites. Finally, we recommend that the District continue to support the schools by providing adequate training over attendance reporting so that proper attendance reporting procedures are adhered to, and that the District maintain documentation reflecting that each of the schools identified above have been successfully trained.

Current Status

The District has implemented the Corrective Action Plan as stipulated in their response to the prior year audit finding. This is a repeat finding which has been reported in the current year (S-2024-001) but for different schools

S-2023-002 – Teacher Certification and Misassignments

State Audit Guide Finding Codes: 40000 and 71000

Schools Affected

- 9th Street Elementary
- Boyle Heights HS STEM Magnet
- Brooklyn Avenue Elementary
- Canfield Avenue Elementary
- Carthay Elementary of Environmental Studies Magnet
- Charles Drew MS University Pathways Public Service Academy
- Foshay Learning Center
- George de la Torre Jr Elementary
- Linda Esperanza Marquez Senior High Social Justice
- Marlton School
- Nathaniel Narbonne Senior High
- RFK Community of Schools - UCLA Community School K-12
- Roosevelt Senior High Science/Tech/Math Magnet
- Sun Valley Magnet: Engineering Technology
- The Science Academy STEM Magnet
- Walnut Park Middle School - Social Justice and Service Learning
- Western Avenue Tech/Eng/Comm/Hum Magnet
- Wilton Place Elementary

Recommendation

We recommend that the District continue to train schools on the MiSiS Assignment Monitoring Report. The District should continue to monitor and strengthen internal controls to ensure teachers are being assigned properly to teach in a position authorized by their certifications as well as having a consent form on file when necessary, and to ensure substitute teachers are being assigned properly to teach in a position authorized by their certifications and within the time period permitted by their credential. We also recommend that the schools and the District remediate the misassignments identified above.

Current Status

The District has implemented the Corrective Action Plan as stipulated in their response to the prior year audit finding. This is a repeat finding which has been reported in the current year (S-2024-002) but for different schools and teachers.

S-2023-003 – Kindergarten Continuance

State Audit Guide Finding Codes: 40000

Schools Affected

- Hoover Street Elementary
- Mayall Street Academy of Arts/Technology Magnet
- Mount Washington Elementary
- Park Western Place Elementary
- Wilshire Park Elementary School

Recommendation

We recommend that schools offering Kindergarten understand and adhere to the District's policy by retaining evidence of the signed and dated parental agreement for continuance forms, approved in form and content by the CDE, for all students repeating kindergarten, prior to the start of the school year to support the inclusion of such pupils in the average daily attendance computation. The District should continue to communicate and train all schools on the District's Kindergarten Continuance policy.

We also recommend that the District obtain written acknowledgement from the schools identified above that they have been provided with the most updated District policy on Kindergarten Continuance and have implemented a system of tracking students who continue in Kindergarten. The District should also continue ensuring that schools are notified in circumstances where a pupil is transferred after attending Kindergarten with another school.

Current Status

The District has implemented the Corrective Action Plan as stipulated in their response to the prior year audit finding. This is a repeat finding which has been reported in the current year (S-2024-003) but for different schools.

S-2023-004 Independent Study – Attendance Computations

State Program: Attendance Accounting: Attendance Reporting

State Audit Guide Finding Codes: 10000 and 40000

Schools Affected

- City of Angels
- Virtual Academy Computer Science

Recommendation

We recommend that the District strengthen its review process over independent study to ensure that all elements of the master agreements are complete, and all records of attendance contain readily available corresponding pupil work products. We also recommend that the district provide proper training to ensure attendance is reported accurately and policies are adhered to.

Current Status

The District has implemented the Corrective Action Plan as stipulated in their response to the prior year audit finding. This is a repeat finding which has been reported in the current year (S-2024-004) but for different schools.

S-2023-005 – Instructional Time

State Audit Guide Finding Codes: 40000

Recommendation

We recommend the District put mechanisms in place to track their compliance with instructional days and instructional minutes offered throughout the year to monitor compliance with the instructional days and instructional minutes requirements.

Current Status

Partially implemented. The District intends to file an instructional time penalty waiver to the California Department of Education in Fiscal Year 2025.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Status of Prior Year Findings and Recommendations

June 30, 2024

S-2023-006 – Classroom Teacher Salaries

State Audit Guide Finding Codes: 61000

Recommendation

We recommend that the District put mechanisms in place to track their percentage of teacher salaries and benefits to total expenses throughout the year in order to monitor compliance with the classroom teacher salary requirements.

Current Status

The District has implemented the Corrective Action Plan as stipulated in their response to the prior year audit finding. This is a repeat finding which has been reported in the current year (S-2024-005).

S-2023-007 – After School Education and Safety Program

State Program: After School Education and Safety Program

State Audit Guide Finding Codes: 40000

Schools Affected

- 232nd Place Elementary
- Alta Loma Elementary
- Ambler Ave Elementary School
- Aragon Avenue Elementary
- Breed Street Elementary
- Catskill Ave Elementary School
- Daniel Webster Middle School
- Emerson Community Charter
- Pinewood Avenue Elementary
- Marina Del Rey Middle School
- San Fernando Elementary School
- Sonia Sotomayor Art/Sci Magnet
- Valley Oaks Center for Enriched Studies (VOCES) Magnet
- Walnut Park Elementary
- Westminster Avenue Elementary Math/Tech/Env Studies Magnet
- Westport Heights Elementary
- Westside Global Awareness Magnet

Recommendation

We recommend that the District strengthen its procedures on attendance documentation for the After School Education and Safety program. The District should ensure that the agencies performing the services for these programs are aware of the District's policies, specifically on maintaining accurate attendance records and retain supporting documentation for instances in which students arrive to the programs late or leave early.

Current Status

The District has implemented the Corrective Action Plan as stipulated in their response to the prior year audit finding. This is a repeat finding which has been reported in the current year (S-2024-007) but for different schools.

S-2023-008 – Unduplicated Local Control Funding Formula Pupil Counts

State Program: Unduplicated Local Control Funding Formula Pupil Counts

State Audit Guide Finding Code: 40000

Schools Affected

- Alexandria Avenue Elementary
- Bridge Street Elementary
- Brockton Avenue Elementary
- Budlong Avenue Elementary
- Carson Street Elementary
- Corona Avenue Elementary
- Dr Maya Angelou Community Senior High
- El Sereno Elementary
- Foshay Learning Center
- Francisco Bravo Senior High Medical Magnet
- Fries Avenue Elementary
- Hollywood Elementary
- James J McBride Special Education Center
- Johnnie L Cochran Jr Middle School
- Mariposa-Nabi Primary Center
- Marlton School
- Morris K Hamasaki Medical/Science Magnet
- Nathaniel Narbonne Senior High
- Noble Avenue Elementary
- Point Fermin Elementary Marine Science Magnet
- Quincy Jones Elementary
- Raymond Avenue Elementary
- Roosevelt Senior High Science/Tech/Math Magnet
- San Fernando Elementary
- Saticoy Elementary
- Susan Miller Dorsey Senior High
- Walgrove Avenue Elementary
- Walnut Park Elementary
- Wilton Place Elementary
- University High School Charter (Dependent Charter)

Recommendation

We recommend that the District continue to monitor English learner and free and reduced meal eligibility status' to ensure students who are designated as English learner or free and reduced meal eligible have proper supporting documentation. We also recommend that the District continue to train staff on enrollment procedures so that students' correct designations will be reflected in the student information system.

Current Status

The District has implemented the Corrective Action Plan as stipulated in their response to the prior year audit finding. This is a repeat finding which has been reported in the current year (S-2024-007) but for different schools.

S-2023-009 Immunizations

State Audit Guide Finding Codes: 40000

Schools Affected

- 107th Street Elementary
- 42nd Street Elementary
- Angeles Mesa Elementary
- Bellingham Elementary
- Coliseum Street Elementary
- Erwin Elementary
- Grant Elementary
- Hubert Howe Bancroft Middle School
- John B Monlux Elementary
- Kenter Canyon Elementary Charter
- Kittridge Street Elementary
- Manhattan Place Elementary
- Mountain View Elementary
- Orchard Academies 2C
- Purche Avenue Elementary
- Rancho Dominguez Preparatory School
- Raymond Avenue Elementary
- Vinedale College Preparatory Academy

Recommendation

We recommend that the District strengthen its controls over implementing District policies regarding pupil immunization record tracking. Furthermore, we recommend that the District continue providing adequate training to the schools to properly monitor pupil immunization.

Current Status

The District has implemented the Corrective Action Plan as stipulated in their response to the prior year audit finding. This is a repeat finding which has been reported in the current year (S-2024-009) but for different schools.

S-2023-010 – Expanded Learning Opportunities Grant

State Audit Guide Finding Codes: 40000

Recommendation

We recommend that the District strengthen its monitoring and review controls over expenditure charges to the ELO-G fund to ensure that all costs are associated with allowable services and that all necessary adjustments are made timely.

Current Status

The District has implemented the Corrective Action Plan as stipulated in their response to the prior year audit finding. This is a repeat finding which has been reported in the current year (S-2024-010).

S-2023-011 – Transitional Kindergarten

State Audit Guide Finding Codes: 40000

Recommendation

We recommend the District put mechanisms in place to track their compliance with transitional kindergarten average class enrollment and adult-to-pupil ratio throughout the year to monitor compliance with transitional kindergarten average class enrollment and adult-to-pupil ratio requirements.

Current Status

The District has implemented the Corrective Action Plan as stipulated in their response to the prior year audit finding. This is a repeat finding which has been reported in the current year (S-2024-012).

LOS ANGELES UNIFIED SCHOOL DISTRICT

Status of Prior Year Findings and Recommendations

June 30, 2024

S-2023-012 – Attendance Accounting – Dependent Charters – Attendance Computations

State Program: Attendance Accounting: Attendance Reporting

State Audit Guide Finding Codes: 10000 and 40000

Schools Affected

- Canyon Charter Elementary
- Hesby Oaks Leadership Charter
- Serrania Avenue Charter for Enriched Studies
- Sherman Oaks Elementary Charter School
- University Charter HS Math/Art/Sci/Tech Magnet
- University High School Charter

Recommendation

We recommend that the District and the schools continue to strengthen its controls over implementing attendance policies over student attendance reporting by ensuring schools maintain adequate support for reported absences, accurately report student absences in the school's monthly attendance summary and retain supporting documentation for instances in which students arrive to school late or leave early. Finally, we recommend that the District continue to support the schools by providing adequate training over attendance reporting so that proper attendance reporting procedures are adhered to, and that the District maintain documentation reflecting that each of the schools identified above have been successfully trained.

Current Status

The District has implemented the Corrective Action Plan as stipulated in their response to the prior year audit finding. This is a repeat finding which has been reported in the current year (S-2024-013) but for different schools.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Status of Prior Year Findings and Recommendations

June 30, 2024

S-2023-013 – Annual Instructional Minutes – Classroom Based - Dependent Charters

State Audit Guide Finding Codes: 40000

Schools Affected

- Grover Cleveland Charter High School
- Reseda Charter High School
- Sylmar Charter High School
- William Howard Taft Charter High School

Recommendation

We recommend the District put mechanisms in place to track their compliance with instructional minutes offered throughout the year to monitor compliance with the instructional minutes requirements.

Current Status

Implemented.

INDEPENDENT AUDITOR'S MANAGEMENT LETTER

SIMPSON & SIMPSON
CERTIFIED PUBLIC ACCOUNTANTS

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www.simpsonandsimpsoncpas.com

December 16, 2024

The Honorable Board of Education
Los Angeles Unified School District
Los Angeles, California

Members of the Board:

In planning and performing our audit of the financial statements of the **Los Angeles Unified School District** (District) as of and for the year ended June 30, 2024, in accordance with auditing standards generally accepted in the United States of America, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We identified a certain deficiency in internal control, described in the accompanying schedule of findings and questioned costs as item FS-2024-001 that we consider to be a significant deficiency.

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Although not considered to be significant deficiencies or material weaknesses, we also noted certain items during our audit, which we would like to bring to your attention. These comments are summarized in the following report to management on pages 252 to 260. Our observations and recommendations have been discussed with appropriate members of management and are intended to strengthen internal controls and operating efficiency.

The District's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

This communication is intended solely for the information and use of the Board of Education, District management, the State Controller's office, federal awarding agencies, and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Simpson & Simpson

The Honorable Board of Education
Los Angeles Unified School District
December 16, 2024

Current Year Management Letter Comments

ML-2024-001 – Colin User Access

Condition

Our review of Colins users revealed 76 user accounts assigned to retired employees, 61 accounts assigned to withdrawn employees and three (3) accounts assigned to inactive District personnel.

Recommendation

Application user accounts of retired and withdrawn employees be deactivated and subsequently deleted in a timely manner.

Management Response

Information Technology Services (ITS) agrees with this finding.

Risk Assessment Results

Minimal Risk - Access is not possible without an active SSO, and there is no fallback authentication for local accounts.

Compensating Controls

System access requires users to have an active SSO account in addition to provisioning the account in the system. Accounts are deactivated periodically upon request by system owners.

Corrective action

ITS will develop a process to review and remove inactive accounts on a periodic basis.

Target completion: 6/30/2025

Name: Eddard Romero
Title/Division: Senior Administrator, IT Infrastructure/Information Technology Services (ITS)
Telephone: 213.241.1086

Current Year Management Letter Comments

ML-2024-002 – Maximo User Access

Condition

Our review of Maximo users revealed 9 (nine) accounts assigned to retired employees, 3 (three) accounts assigned to withdrawn employees and 2 (two) accounts assigned to inactive District personnel.

Recommendation

Application user accounts of retired, withdrawn and inactive employees should be deactivated and subsequently deleted in a timely manner.

Management Response

Information Technology Services (ITS) agrees with this finding.

Risk Assessment Results

Minimal Risk - Access is not possible without an active SSO, and there is no fallback authentication for local accounts.

Compensating Controls

System access requires users to have an active SSO account in addition to provisioning the account in the system. Accounts are deactivated periodically upon request by system owners.

Corrective Action

ITS will develop a process to review and remove inactive accounts on a periodic basis.

Target completion: 6/30/2025

Name: Eddard Romero
Title/Division: Senior Administrator, IT Infrastructure/Information Technology Services (ITS)
Telephone: 213.241.1086

The Honorable Board of Education
Los Angeles Unified School District
December 16, 2024

Current Year Management Letter Comments

ML-2024-003 – Annual Form 700

Condition

We sampled and tested a total of 40 of 3,960 District employees who were required to disclose their personal financial interests on Form 700 – Statement of Economic Interests (Form 700) as a result of being identified as being in a position designated in the District's Conflict of Interest Code that makes or influences financial or governmental decisions. Employees were to submit their 2024 annual Form 700 to the District's Ethics Office (Ethics Office) no later than April 2, 2024, in accordance with the Fair Political Practices Commission (FPPC) guidelines.

We identified a total of 16 employees who did not meet the Ethics Office and FPPC Form 700 submission guidelines as follows:

- 11 employees submitted their Form 700 after the April 2, 2024, deadline.
- Four (4) employees submitted their Form 700 after the April 2, 2024 deadline due to not being added to the filing system in a timely manner.
- One (1) employee has yet to submit their Form 700 as they are on leave.

In accordance with FPPC guidelines, the following two remediation activities may be exercised for late statements:

- The filing officer who retains originally signed or electronically filed statements of economic interests may impose on an individual a fine for any statement that is filed late. The fine is $10 per day up to a maximum of $100. Late filing penalties may be reduced or waived under certain circumstances.
- Persons who fail to file their Form 700 timely may be referred to the FPPC's Enforcement Division (and, in some cases, to the Attorney General or District Attorney) for investigation and possible prosecution. In addition to the late filing penalties from the filing officer, a fine of up to $5,000 per violation may be imposed.

Neither of the above was imposed on the 16 identified employees above.

Recommendation

We recommend that the Ethics Office strengthen its controls over collecting Form 700s by adopting remediation guidelines stipulated by the FPPC to ensure timely submission. Additionally, we recommend the Ethics Office identify and notify required filers timely.

Current Year Management Letter Comments

Management Response

The Ethics Office agrees with the auditor's recommendations and will work to fully implement FPPC guidelines regarding filer notifications, assessment of penalties for late filers and the referral of non-compliant filers to the FPPC's Enforcement Division for action for the 2024/2025 Annual Form 700 filing period. The Ethics Office will issue a Bulletin within the 1st first quarter of the 2025 calendar year outlining filing responsibilities for LAUSD Form 700 filers, including procedures for requesting full and partial waivers of penalties assessed to late filers.

Name: Darlene L. Vargas
Title: Ethics Officer
Contact Information: darlene.vargas@lausd.net

Current Year Management Letter Comments

ML-2024-004 – Procurement of Professional Service Contracts

Condition

We sampled and tested the District's Procurement Services Division (PSD) procurement of 27 professional service agreements entered into during Fiscal Year 2024.

For one sampled consulting agreement, we noted the following:

- The Memorandum of Agreement (agreement) miscalculated the total not-to-exceed value. The agreement stipulates the amount to be $200,000, but based on the consultant's compensation terms, it totals $120,000. The purchase order established in SAP stipulates a not-to-exceed total of $200,000. No corrections have since been made to the agreement or the purchase order.

- The consultant was compensated for work conducted prior to the execution of the agreement. The agreement was executed on February 28, 2024; however, the term covers December 1, 2023, to November 30, 2024. On July 28, 2024, the consultant submitted to the District invoices amounting to $25,000 for work conducted from December 11, 2023, through February 29, 2024.

Per the District's Procurement Manual, Chapter 8, Section F (Accounts Payable Payment of Invoices), item 2.a, (Payment for Services Rendered – After the Fact and Unauthorized Commitments):

> "If the vendor provides services or delivers goods in advance of a valid executed contract or Purchase Order, the vendor does so at its own risk and invoices received will not be processed for payment. Therefore, you must ensure that prior to receipt of services or goods delivered by a vendor, that the appropriate procedures are followed to ensure payment to the vendor. Anyone who willfully and intentionally violates the procedures set forth in this Procurement Manual may be personally liable for the costs of services or goods incurred by the District."

Further, Chapter 9 (Doing Business Ethically and Responsibly with LAUSD), stipulates the following:

> "An executed contract must be entered into between the vendor and the District prior to the vendor providing supplies, equipment and general or professional services rendered. Payment for supplies, equipment and general or professional services may be delayed or denied if a contract is not entered into between the vendor and District prior to performance. Therefore, a vendor should not provide supplies, equipment and general or professional services prior to entering into a contract with the District. Schools/offices should not allow or encourage vendors to provide supplies, equipment and general or professional services without the vendor entering into a contract via PSD."

Recommendation

We recommend that the District strengthen controls over the procurement of professional service agreements to ensure adherence to its Procurement Manual, particularly regarding payments for services performed prior to the execution of an agreement. Additionally, we recommend implementing procedures to promptly correct and resolve any errors identified after an agreement has been executed by amending the agreement and ensuring the purchase order is corrected.

Current Year Management Letter Comments

Management Response

Procurement agrees with the recommendation and will ensure that appropriate policies and procedures are followed when processing professional services agreements. Procurement has a procedure for the timely correction of errors and amending agreements, which Procurement will ensure staff adheres to by conducting refresher training sessions with staff beginning March 2025.

Name: Ericka Y. King
Title: Senior Contract Administration Manager
Telephone: (213) 241-1164

The Honorable Board of Education
Los Angeles Unified School District
December 16, 2024

Status of Prior Year Management Letter Comments

ML-2023-001 – SAP Asset Master Record Access

Recommendation

We recommend that SAP accounts associated with retired or terminated personnel be deleted or disabled in a timely manner upon their departure from the District.

Current Status

Implemented.

ML-2023-002 – SAP Create Purchase Order Access

Recommendation

We recommend that SAP accounts associated with retired or terminated personnel be deleted or disabled in a timely manner upon their departure from the District.

Current Status

Implemented.

ML-2023-003 – Student Body Investment Funds

Recommendation

We recommend that the District strengthen controls over the timely collection and reconciliation of student body investment funds to ensure that balances reported by the District reflect the balances maintained by the financial institutions as of June 30, 2023.

Current Status

Implemented.

The Honorable Board of Education
Los Angeles Unified School District
December 16, 2024

Status of Prior Year Management Letter Comments

ML-2023-004 – Annual Form 700

Recommendation

We recommend that the Ethics Office strengthen its controls over the collection of Form 700s by adopting remediation guidelines stipulated by the FPPC and implementing procedures to be promptly notified of employee retirements.

Current Status

Partially implemented.

The Ethics Office will issue a Bulletin within the 1st first quarter of the 2025 calendar year outlining filing responsibilities for LAUSD Form 700 filers, including procedures for requesting full and partial waivers of penalties assessed to late filers.

ML-2021-001 - SAP Network Vulnerability

Recommendation

We recommend that District management implement a Vulnerability Management program for SAP. The program should be enforced by documented policy and ensure vulnerabilities are identified and remediated in a timely manner. At a minimum, "Critical" and "High" severity level vulnerabilities should be remediated within 30 days of identification.

Current Status

Partially implemented, see item FS-2024-002 within the accompanying schedule of findings and questioned costs.

ML-2021-002 – MISIS Network Vulnerability

Recommendation

We recommend that District management implement a Vulnerability Management program for MISIS. The program should be enforced by documented policy and ensure vulnerabilities are identified and remediated in a timely manner. At a minimum, "Critical" and "High" severity level vulnerabilities should be remediated within 30 days of identification.

Current Status

Partially implemented; see item FS-2024-002 within the accompanying schedule of findings and questioned costs.

The Honorable Board of Education
Los Angeles Unified School District
December 16, 2024

Status of Prior Year Management Letter Comments

ML-2019-003 - Business Continuity Planning
ML-2016-001 - Business Continuity /IT Disaster Recovery Planning
ML-2014-007 - Business Continuity /IT Disaster Recovery Planning

Recommendation

BCPs should be completed and updated on a regular basis to ensure that operations and IT systems can be effectively recovered, shortcomings are addressed, and the plan remains relevant.

Current Status

Implemented (for ITS):

- Development of non-ITS Branches/Offices Business Continuity Plans (BCP) are no longer under the jurisdiction of ITS

- An ITS Business Recover Plan (BCP) was developed and adopted as of May 6, 2024. The ITS BCP is designed to provide guidance for implementing the District's Business Continuity Plan to ensure ITS can conduct its essential missions and functions in the event of a facilities (office building) disruption or disaster.

- The IT Cloud Disaster Recovery Solution is complete.

ML-2015-002 - Security Management Policy and Procedures

Recommendation

We recommend that Information Technology Services (ITS) management coordinate with District business/operations management to complete an information security plan (e.g., update, adopt and implement the November 2013 plan) and compile a comprehensive set of information security policies and procedures.

Current Status

Implemented.

SIMPSON & SIMPSON
CERTIFIED PUBLIC ACCOUNTANTS

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December 16, 2024

To the Honorable Board of Education
Los Angeles Unified School District
Los Angeles, California

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Los Angeles Unified School District (the District) for the year ended June 30, 2024. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, *Government Auditing Standards,* the Uniform Guidance, and the provisions of the California Code of Regulations, Title 5, Education, Section 19810, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter to you dated February 5, 2024. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 1 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during 2024.

We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the District's financial statements were:

- Management's estimate of deferred outflows/inflows of resources, net pension liability, net OPEB liability, pension expense, and OPEB expense is based on estimates that are prepared by the California Public Employees' Retirement System's (CalPERS) and the California State Teachers' Retirement System's (CalSTRS) actuaries based on information provided by participating employers, and AON based on information provided by management.
- Management's estimate of reserves for loss adjustment expenses incurred but not reported claims for workers' compensation, general liability, and health and welfare benefits that are prepared by external claims administrators based on information from management.
- Management's estimate of other liabilities for legal claims prepared by the District based on information from management's internal and external counsel.
- Management's estimate of the useful life of capital assets used for depreciation that the District prepares based on information from management's capitalization policy.

We evaluated the methods, assumptions, and data used to develop these estimates to determine that they are reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate management level.

The attached schedule summarizes uncorrected misstatements of the financial statements. Management has determined that their effects are immaterial, both individually and in the aggregate, to each opinion unit's financial statements taken as a whole. The uncorrected misstatements or the matters underlying them could potentially cause future period financial statements to be materially misstated, even though, in our judgment, such uncorrected misstatements are immaterial to the financial statements under audit.

The following material misstatements detected as a result of audit procedures were corrected by management: Recording the issuance of 2024A refunding bonds.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated December 16, 2024.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves the application of an accounting principle to the District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

We did identify a certain deficiency in internal control, described in the schedule of findings and questioned costs (pages 156 to 169), as item FS-2024-001, *Vulnerability Management*, that we considered to be a significant deficiency. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness yet important enough to merit attention by those charged with governance.

The District has prepared corrective action plans to prevent such occurrences.

Other Matters

We applied certain limited procedures to management's discussion and analysis on pages 5 to 14 and the information on pages 76 to 85, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on supplementary information on pages 86 to 113, 118 to 119, 122 to 127, and 136, and the schedule of expenditures of federal awards and related notes on pages 137 to 142, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We were not engaged to report on the introductory section and the supplementary information on pages 115 to 117, 120 to 121, 128 to 135, and 143 to 144, which accompany the financial statements but are not RSI. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Restriction on Use

This information is intended solely for the information and use of the Board of Education and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

Simpson and Simpson, LLP

Los Angeles Unified School District
Analysis of Passed Adjustments
Government-Wide Financial Statements - Full Accrual Basis
FYE June 30, 2024

		OVER (UNDER) STATEMENT					Impact in FY-23 Net Position
PAJE No.	**Description**	**Assets**	**Liability**	**Net Position**	**Revenue**	**Expenses**	
FA-3	To properly classify expenditures identified as capital in nature from expenses into capital assets.	$ (5,520,442)				$ 5,520,442	
	Aggregate Impact	**$ (5,520,442)**	**$ -**	**$ -**	**$ -**	**$ 5,520,442**	**$ -**

Los Angeles Unified School District
Analysis of Passed Adjustments
Fund Financial - Modified Accrual Basis
FYE June 30, 2024

PAJE No.	Fund	Description	OVER (UNDER) STATEMENT					Impact in FY-23 Fund Balance
			Assets	Liability	Fund Balance	Revenue	Expenditures	
MA-1 MA-3a	General Fund, District Bond Fund & Capital Projects Fund	FY-24 Cash Disbursement Testing - To adjust the beginning fund balance for expenditures incurred in prior years, which were run through the current year.					$ 6,352,460	$ 6,352,460
MA-2	Internal Service Fund	FY-24 Cash Disbursement Testing - To adjust current year liabilities for expenditures incurred in FY-24 but recorded in FY-25.		677,753			(677,753)	
MA-3b	General Fund & District Bond Fund	FY-24 Cash Disbursement Testing - To adjust current year expenditures for goods received in FY-24, but were recorded in FY-25, when the District inspected and accounted for the receipt of the goods.		3,677,645			(3,677,645)	
MA-5a MA-5b	General Fund	Accrued Payroll & Employee Benefits - To adjust the accrued payroll and employee benefits balances for accruals which should have been reversed in prior years.					1,541,867	1,541,867
		Aggregate Impact	**$ -**	**$ 4,355,398**	**$ -**	**$ -**	**$ 3,538,929**	**$ 7,894,327**

PRESENTATION
to the
LAUSD BOARD OF EDUCATION
OF THE
AUDITED ANNUAL FINANCIAL REPORT (AAFR)
JUNE 30, 2024

January 14, 2025

SIMPSON & SIMPSON
CERTIFIED
PUBLIC ACCOUNTANTS

Introduction & Purpose Statement

1669

- EC 41020 provides that each school district shall arrange for an audit by an independent certified public accountant. Responsibility for both the accuracy and the presented data and the completeness and fairness of the presentation rests with the District.
  - The District's independent contract auditor for FY 2023-24 is Simpson & Simpson, CPAs.
- All disclosures necessary to enable a reader to gain an understanding of the District's financial activities have been included. This report includes all funds of the District except for the fiscally independent charter schools, which are required to submit their own individual audited financial statements.

Statement on Auditing Standards (SAS) 114:

- This letter is provided to ensure that you, the District's governing body, receive sufficient information regarding the scope and results of the audit to provide you with timely observations arising from the audit that are relevant to your responsibilities in overseeing the financial reporting process for which management is responsible.

CERTIFIED PUBLIC ACCOUNTANTS

AGENDA

1. Auditor's Responsibility
2. Auditor's Executive Summary
   - Audited Annual Financial Report (AAFR)
   - Financial Statement Audit Results
   - AAFR Federal Compliance Audit Results
   - AAFR State Compliance Audit Results
3. Audit Results
4. Questions and Answers
5. Appendix
   - ❑ Appendix A - *Auditor's Required Communications (SAS 114)*
   - ❑ Appendix B – *AAFR Financial Statement Audit, Federal Compliance Audit, & State Compliance Audit Results.*
   - ❑ Appendix C – *Financial Highlights*

CERTIFIED PUBLIC ACCOUNTANTS

1. Auditor's Responsibility

Under Generally Accepted Auditing Standards (GAAS), Auditors have the following responsibilities:

- Design and implement audit procedures based on our understanding of LAUSD to gain reasonable, not absolute, assurance as to the absence of material misstatements in the financial statements.
- Consider internal control to the extent necessary to design an effective and efficient audit approach, not for the purpose of providing assurance on internal control.
- Perform tests of its compliance with certain provisions of laws, regulations, and contracts, noncompliance with which could have a direct and material effect on determining financial statement amounts.
- Opinion on financial statements based on our audit.

CERTIFIED PUBLIC ACCOUNTANTS

2. Auditor's Executive Summary

For the Fiscal Year 2023-24, the Board of Education (BOE) adopted a $18.8B budget, covering 21 funds. Simpson and Simpson, CPA (S&S) is responsible for opining that the District's Financial Statements are presented fairly, in all material respects, in conformity with generally accepted accounting principles.

S&S has issued unmodified (clean) opinions over the District's Financial Statement, Federal Compliance, and State Compliance Audits.

Financial Statement Audit

- S&S identified one significant deficiency of internal control over financial reporting, which did not lead to monetary consequences.
- S&S identified no instances of noncompliance or other matters noted.
- S&S identified 4 areas of continued improvement in internal controls.

Federal Compliance Audit

- S&S audited 7 major programs and identified no instances of noncompliance and internal control over compliance.

State Compliance Audit

- S&S audited a total of 30 compliance procedures.
- S&S identified 13 types of noncompliance.

CERTIFIED PUBLIC ACCOUNTANTS

3. Audit Results

- S&S is responsible for forming and expressing an opinion about whether LAUSD's financial statements, prepared by LAUSD's management with the oversight of LAUSD's BOE, are presented fairly, in all material respects, in conformity with generally accepted accounting principles.
- **Results** – S&S has issued an **Unmodified** opinion with respect to the governmental activities, each major fund, and the aggregate remaining "non-major" governmental funds.
- An Unmodified opinion means S&S has concluded that LAUSD's financial statements are presented fairly, in all material respects, in accordance with generally accepted accounting principles.

CERTIFIED
PUBLIC ACCOUNTANTS

4. Questions & Answers

CERTIFIED PUBLIC ACCOUNTANTS

Thank You

CERTIFIED
PUBLIC ACCOUNTANTS

5. Appendix

CERTIFIED
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Appendix A
Auditor's Required Communications (SAS 114)

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Auditor's Required[1678] Communications (SAS 114)

1. *Significant Accounting Policies*

- LAUSD's significant accounting policies are described in Note 1 to the financial statements. As part of our responsibility, S&S determined that these significant accounting policies are in accordance with generally accepted accounting principles and consistent with industry practices and standards, and have remained unchanged from the prior year.

CERTIFIED
PUBLIC ACCOUNTANTS

Auditor's Required[1679] Communications (SAS 114)

1. Significant Accounting Policies *(Continued)*

- LAUSD is in the 7th year of adopting the provisions of GASB 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions (other postemployment benefits or OPEB)*.
- LAUSD is in the 10th year of adopting the provisions of GASB 68, *Accounting and Financial Reporting for Pensions – An Amendment of GASB Statement No. 27*, as well as GASB 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date; an amendment of GASB Statement No. 68*
- All significant transactions have been recognized in the financial statements in the proper period.

CERTIFIED PUBLIC ACCOUNTANTS

Auditor's Required[1680] Communications (SAS 114)

2. Management Judgments and Accounting Estimates

- Accounting estimates are an integral part of the financial statements prepared by management and are based upon management's current judgments. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ from management's current judgments.
- The most sensitive estimates affecting the financial statements were:

CERTIFIED
PUBLIC ACCOUNTANTS

Auditor's Required[1681] Communications (SAS 114)

2. Management Judgments and Accounting Estimates *(Continued)*

- Estimates of deferred outflows/inflows of resources, net pension liability, net OPEB liability, pension expense, and OPEB expense. These estimates are prepared by the CalPERS & CalSTRS actuaries and AON based on the information provided by participating employers.
- Reserves for loss adjustment expenses and incurred but not reported claims for worker's compensation, general liability, and health and welfare benefits, prepared by external claims administrator based on information from management.

CERTIFIED PUBLIC ACCOUNTANTS

Auditor's Required[1682] Communications (SAS 114)

2. Management Judgments and Accounting Estimates (Continued)

- ➢ Other liabilities for legal claims.
- ➢ Useful life of capital assets used for depreciation.
- ❑ As part of our responsibility, S&S evaluated the methods, assumptions, and data used to develop the accounting estimation of the above to determine that they were reasonable in relation to the financial statements taken as a whole.

3. Corrected Misstatements

- ❑ All proposed audit adjustments were booked.
- ❑ One material corrected misstatement: 2024A Refunding Bonds

CERTIFIED PUBLIC ACCOUNTANTS

Auditor's Required[1683] Communications (SAS 114)

4. *Uncorrected Misstatements*

- ❑ The effects of the uncorrected misstatements of the financial statements have been determined to be immaterial, both individually and in the aggregate, to the financial statements taken as a whole.
- ❑ Schedule of summarized immaterial uncorrected misstatements has been provided with the SAS 114 letter.

5. *No Disagreements or Difficulties with Management*

- ❑ There were no disagreements with management on financial accounting and reporting matters that, if not satisfactorily resolved, would have caused a modification of our report on LAUSD's financial statements, nor were there significant difficulties in dealing with management in performing our audit.

CERTIFIED PUBLIC ACCOUNTANTS

Auditor's Required[1684] Communications (SAS 114)

7. No Consultations with Other Accountants

- To the best of our knowledge, management has not consulted with or obtained opinions, written or oral, from other independent accountants during the past year that were subject to the requirements of AU 625, Reports on the Application of Accounting Principles.

8. Management Representations

- S&S has requested certain representations from management that are included in the management representation letter dated December 16, 2024.

CERTIFIED PUBLIC ACCOUNTANTS

Appendix B

AAFR Financial Statement Audit, Federal Compliance Audit, & State Compliance Audit Results

CERTIFIED
PUBLIC ACCOUNTANTS

1. AAFR Financial Statement Audit Results 1686

A. Government Auditing Standards Opinion

- Internal Control Over Financial Reporting
  - One significant deficiency identified (*AAFR Pages 156-169*):
    - FS-2024-001 - Vulnerability Management (significant deficiency)
    - The District has prepared a corrective action plan to prevent such occurrences.
- Compliance and Other Matters
  - No instances of noncompliance or other matters noted

CERTIFIED PUBLIC ACCOUNTANTS

1. AAFR Financial Statement Audit Results 1687

B. Areas Brought to Management's Attention

- The management letter is to provide observations during the audit in areas where the internal control procedures can be strengthened.
- The 4 comments were discussed with the individual departments who have agreed to our recommendations and provided management responses for improvements (*AAFR Pages 250-260)*
  - *ML-2024-001* – Colin User Access
  - *ML-2024-002* – Maximo User Access
  - *ML-2024-003* – Annual Form 700
  - *ML-2024-004* – Procurement of Professional Service Contracts

CERTIFIED PUBLIC ACCOUNTANTS

2. AAFR Federal Compliance Audit Results

Federal Compliance Audit Opinion

- 7 major programs audited (unmodified opinion) (*AAFR Pages 154-155*)
- No instances of noncompliance and internal control over compliance

CERTIFIED PUBLIC ACCOUNTANTS

3. AAFR State Compliance Audit Results

1689

State Compliance Audit Opinion

- A total of 30 compliance areas were audited (*AAFR Pages 151-152*)
  - Unmodified opinion
- Summary of Audit Findings - 13 types of noncompliance were identified (*AAFR Pages 171-233*)
  1. S-2024-001 - Regular and Special Day Classes – Attendance Computations
  2. S-2024-002 - Teacher Certification and Misassignments
  3. S-2024-003 - Kindergarten Continuance
  4. S-2024-004 - Independent Study – Attendance Computations
  5. S-2024-005 - Classroom Teacher Salaries
  6. S-2024-006 – Proposition 28 Arts and Music in Schools
  7. S-2024-007 - After School Education and Safety Program
  8. S-2024-008 - Unduplicated Local Control Funding Formula Pupil Counts
  9. S-2024-009- Immunizations
  10. S-2024-010 - Expanded Learning Opportunities Grant
  11. S-2024-011 – Expanded Learning Opportunities Program
  12. S-2024-012 - Transitional Kindergarten
  13. S-2024-013 - Dependent Charters – Attendance Computations

CERTIFIED PUBLIC ACCOUNTANTS

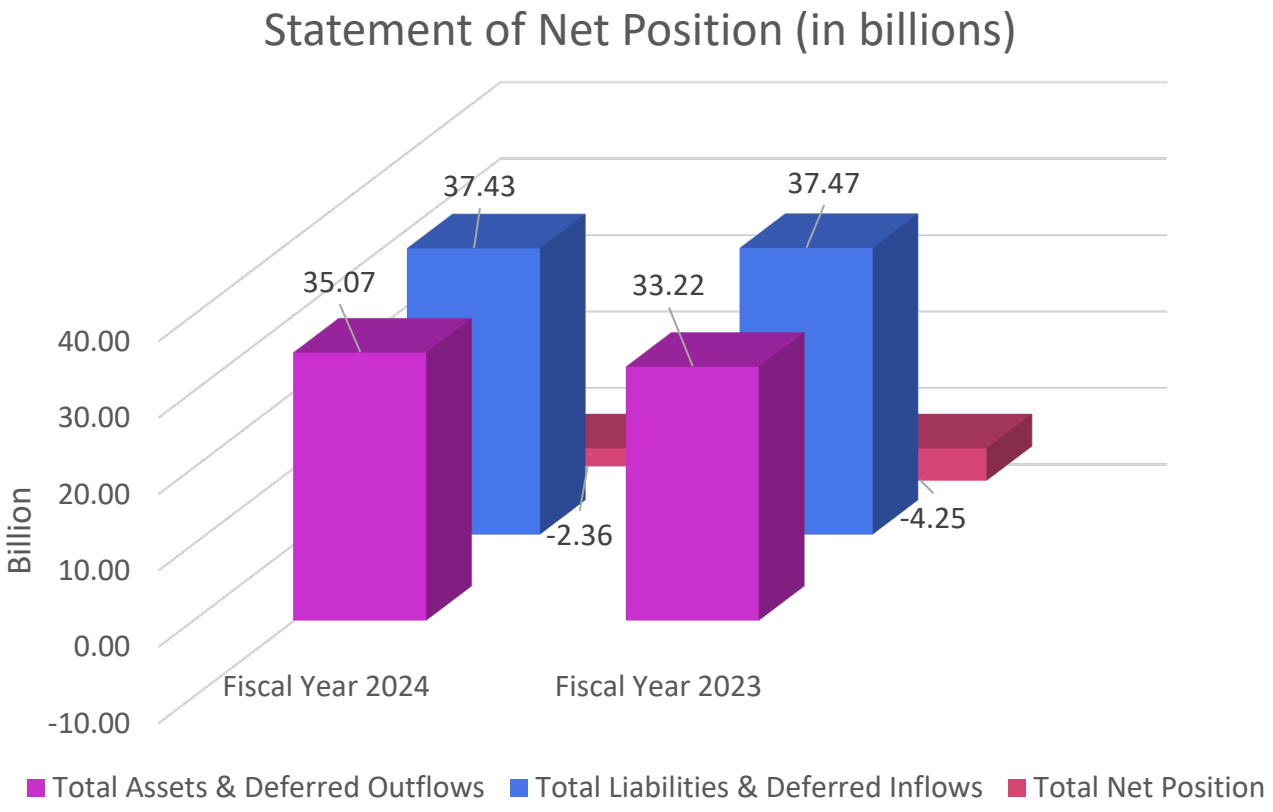
Appendix C
Financial Highlights

CERTIFIED
PUBLIC ACCOUNTANTS

Financial Highlights

Financial Highlights

i. Government-Wide Financial Statements



CERTIFIED PUBLIC ACCOUNTANTS

Financial Highlights

Financial Highlights *(continued)*

i. Government-Wide Financial Statements *(continued)*

- Capital assets increased by $567 million due to comprehensive and major modernization projects, heating, ventilation, and air conditioning (HVAC) projects, improvements at school sites, Cyber and Campus Security projects, School Network System Upgrades, and increase in subscription assets.
- Long-term obligations increased by $1.8 billion, resulting primarily due to issuance of new Certificates of Participation (COPs), GO Bonds and changes in actuarial assumptions for self-insurance claims.

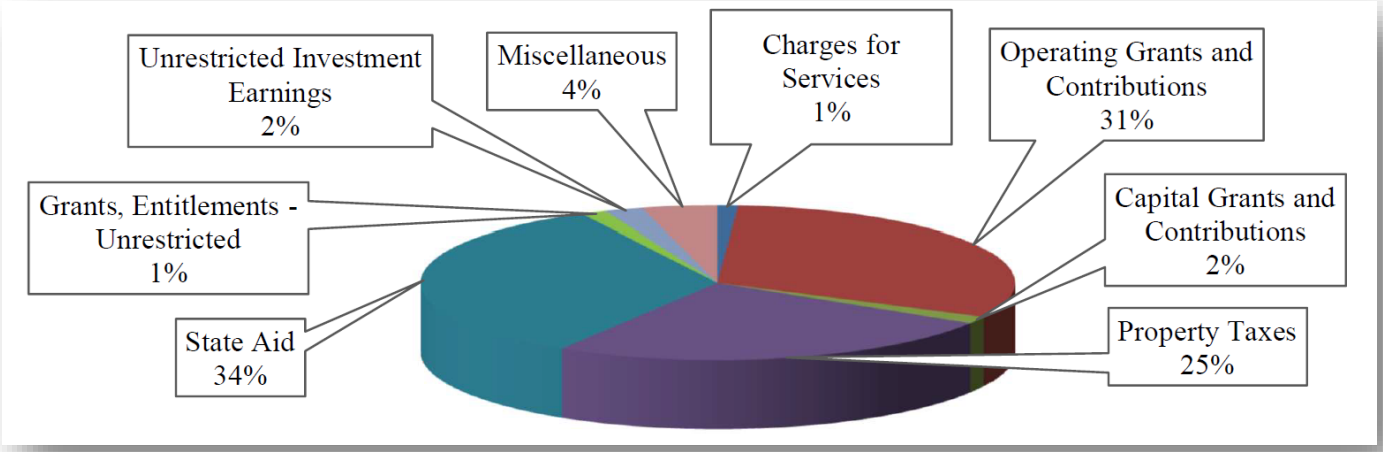
CERTIFIED
PUBLIC ACCOUNTANTS

Financial Highlights

Financial Highlights (continued)

i. Government-Wide Financial Statements (continued)

- Total Revenues as of June 30, 2024, amounted to $13.6B, and are broken down into the following sources:



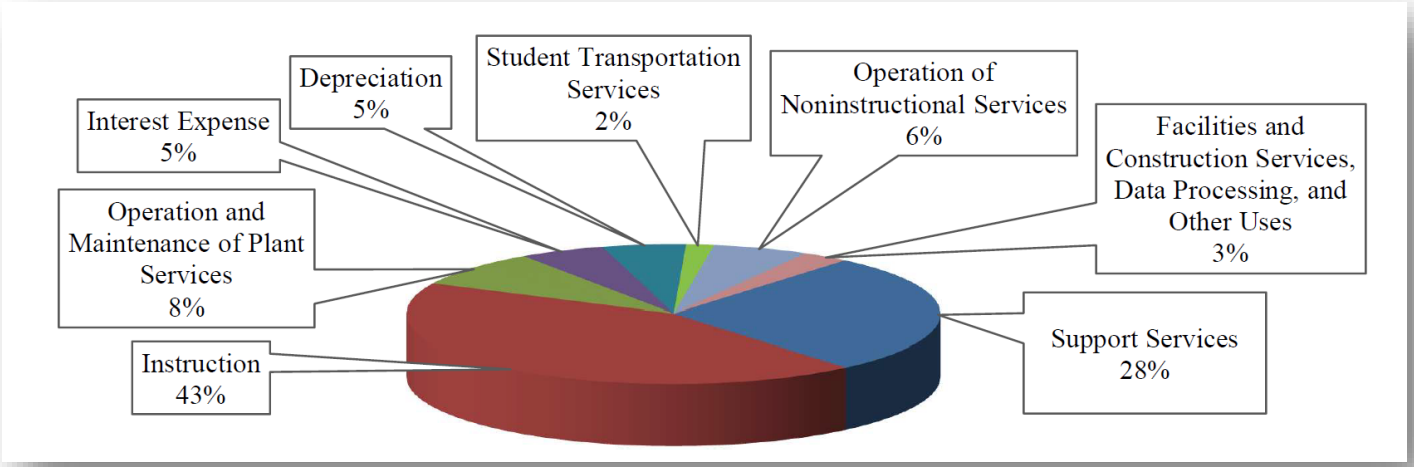
CERTIFIED PUBLIC ACCOUNTANTS

Financial Highlights

Financial Highlights (continued)

i. Government-Wide Financial Statements (continued)

- Total Expenses as of June 30, 2024, amounted to $11.7B, and are broken down into the following categories:



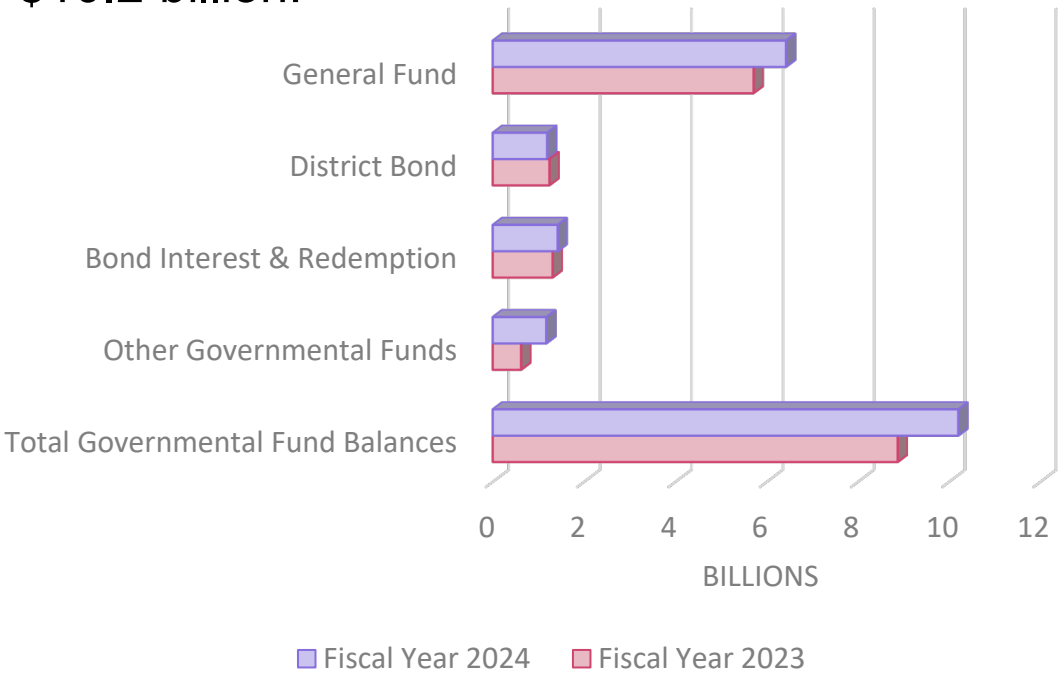
CERTIFIED
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Financial Highlights

Financial Highlights *(continued)*

ii. Governmental Funds Financial Statements

- Governmental combined fund balances as of June 30, 2024, increased from last year by $1.3 billion to $10.2 billion:



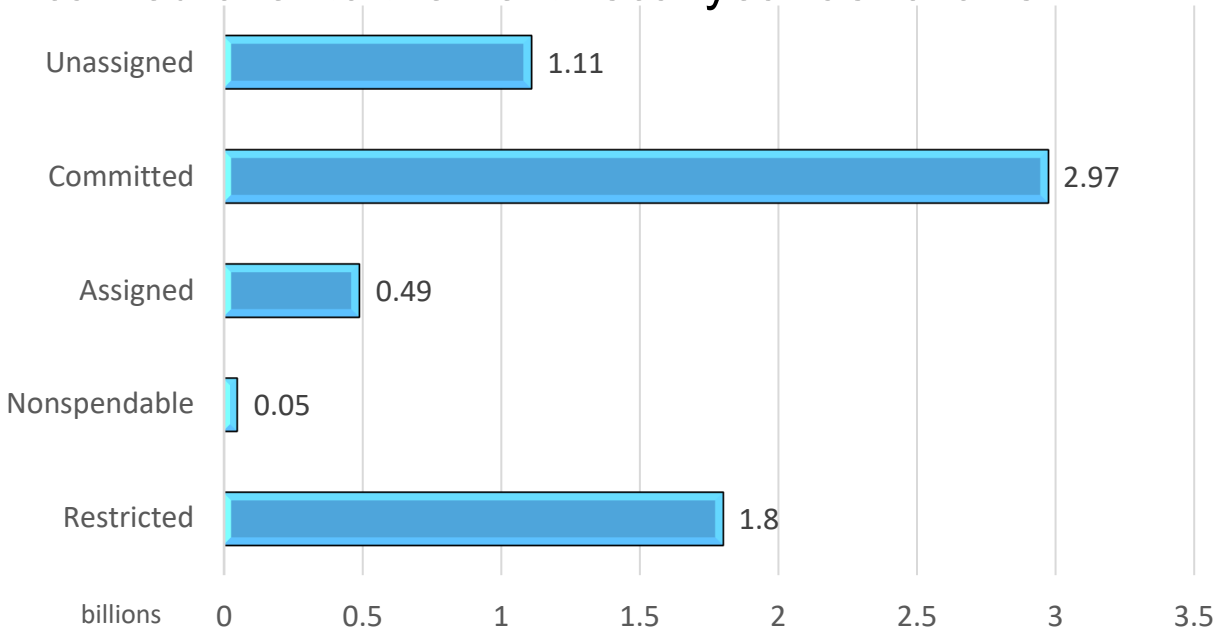
CERTIFIED PUBLIC ACCOUNTANTS

Financial Highlights

Financial Highlights (continued)

ii. Governmental Funds Financial Statements (continued)

- The General Fund accounts for all the District's educational activities and general business operations. The ending fund balance of $6.4 billion is carried over to the next fiscal year as follows:



CERTIFIED PUBLIC ACCOUNTANTS

TAB 38

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-112-24/25, **Version:** 1

Request for Board Authority to Pursue a Two-Year Extension to the Waiver of a Portion of Education Code 45272(a) [PUBLIC HEARING]
January 14, 2025
Personnel Commission & Office of Government Relations

Action Proposed:
Authorize the Office of Governmental Relations, in coordination with the Personnel Commission, to seek a two -year extension to the previously authorized waiver of a portion of Education Code 45272 (a), so that hiring appointments may be made by schools from other than the first three ranks of eligible applicants on the eligibility list for certain classified school-based entry level positions. The current two-year waiver will expire on June 30, 2025.

Background:
At the Board's December 7, 2021, meeting, the Board approved the Office of Government Relations (OGR) staff to seek a two-year waiver of a portion of Education Code 45272 (a) to the State Board of Education (SBE).

> Education Code 45272(a) reads:
> (a) All vacancies in the classified service shall be filled pursuant to this article and the rules of the commission, from applicants on eligibility lists which, wherever practicable, as determined by the commission, shall be made up from promotional examinations, or appointments may be made by means of transfer, demotion, reinstatement, and reemployment in accordance with the rules of the commission. All applicants for promotional examinations shall have the required amount of service in classes designated by the commission or meet the minimum qualifications of education, training, experience, and length of service, which shall be determined by the commission to be appropriate for the class for which they have applied…Appointments shall be made from the eligibles having the first three ranks on the list who are ready and willing to accept the position.

OGR staff submitted for and obtained a waiver for the classifications of Building and Grounds Worker, Food Service Worker, and Special Education Trainee/Assistant. The SBE granted the waiver for only one year since this was a new request and recommended that the effectiveness of the waiver be studied. The conditions of the waiver also allowed Los Angeles Unified to submit for an extension if the waiver helped to increase the hiring rate of the selected classifications.

On April 18, 2023, the Board approved a request from OGR staff to seek an extension to the waiver, and to add two new positions, Office Technician and Library Aide, to the positions that were eligible for the waiver. This waiver was granted, and is effective from July 3, 2023, to June 30, 2025. Staff recommends seeking an additional extension to this waiver for the five positions that currently benefit from that flexibility. The circumstances that necessitated a waiver have not changed, as described below. Additionally, expanded district programs will require expeditious hiring of Outdoor Education Assistants to serve our students. As such, we are recommending the waiver include this additional classification.

The process entailed in Education Code 45272(a) requires that offers of employment be made to the top three candidates on any such eligibility list before any other candidates on the list can be made offers of employment. The process of doing so results in numerous vacancies waiting to be filled at various school sites if the top three ranks of candidates are not available or have interviewed at other schools and accepted offers.

The waiver has allowed certain school-based, entry level positions to be filled simultaneously at various schools throughout the District. This flexibility has resulted in increased rates of hiring, as demonstrated by the chart below:

New Hires & Rehires

Classification	Number of Employees Fiscal Year 2022-23 (Jul - June)	Number of Employees Fiscal Year 2023-24 (Jul - June)	Grand Total	# Positions	Existing Vacancies as of Oct - 2024
Building and Grounds Worker	189	459	648	2,041	92
Food Service Worker	891	555	1,444	2,601	172
Library Aide	84	85	169	485	20
Office Technician	253	179	432	1,311	32
Special Education Assistant/Trainee	502	979	1,481	6,887	276
Grand Total	**1,919**	**2,257**	**4,176**	**13,324**	**592**

As required by the SBE waiver process, the Parent Advisory Committee and affected labor groups were consulted regarding this waiver request.

Expected Outcomes:
That the granting of a two-year extension to the waiver will result in faster job offers to fill vacancies at schools for more candidates.

Board Options and Consequences:
The Board may approve the proposal, and the Office of Governmental Relations will proceed to seek the extension to the waiver from the SBE, as stated. The Board may elect not to approve the proposal and the rate of filling vacancies at schools will return to being governed by three-ranks rule effective July 1, 2025, which will delay the hiring of qualified candidates for entry-level positions at school sites.

Policy Implications:
If granted, the extended waiver will modify the way in which hiring for entry-level classified candidates at school sites are prioritized, based on the candidates' position on the eligibility list. All candidates on the eligibility list will be eligible for hire immediately.

Budget Impact:
Not Applicable

Student Impact:
Filling school-based vacancies faster positively impacts students as incumbents in these positions provide direct services for students, and staff is relieved of the burden of performing tasks outside of their job classification during a prolonged hiring process.

Equity Impact:
Not Applicable

Issues and Analysis:
If an extended waiver is granted, the use of the waiver would be limited to entry-level positions for which an external recruitment is utilized to fill many vacancies. The rule of three ranks would still be followed for positions in non-school offices.

Attachments:
Not Applicable

Informatives:
Not Applicable

Submitted:
12/09/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

MARTHA ALVAREZ
Chief of Legislative Affairs and
Government Relations
Office of Government Relations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

DAVID GRECO
Director
Personnel Commission

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

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TAB 39

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-201-24/25 **Agenda Date:**1/14/2025
In Control: Superintendent's Office

Adoption of Authorization to Execute Certain Contracts Without Advertising or Inviting Bids to Respond Effectively to the January 2025 Severe Windstorm and Fire Conditions; Resolution Declaring Emergency Conditions Exist at Los Angeles Unified Schools and Offices
January 14, 2025
Office of the Superintendent

Action Proposed:
Staff proposes that the Board of Education ("Board") take the following actions related to the emergency conditions related to the life-threatening, destructive, widespread severe windstorm and resulting significant high risk and dangerous fire weather conditions, including active fires in and around the Pacific Palisades and Altadena/Pasadena areas (the "Severe Windstorm and Fire Conditions") being experienced by the District.

1. Adopt a Resolution, attached hereto, declaring that emergency conditions, both structural and health related, exist throughout multiple District schools and offices (collectively known as "District Sites") as a result of the Severe Windstorm and Fire Conditions.

2. Authorize, by unanimous vote, under the provisions of section 20113 of the California Public Contract Code, the Superintendent and/or his designee(s) to enter into any and all contracts necessary for the procurement of materials and services necessary for the District to address the emergency conditions (health, safety, and property) caused directly or indirectly by the Severe Windstorm and Wildfire Conditions as well as property damage mitigation measures ("Emergency Contracts"), without advertising or inviting bids, and for any dollar amount necessary to respond to the emergency conditions at District sites; and, notwithstanding section 20114, authorize the use of day labor or force account labor for the purpose. This delegation will expire on June 30, 2025, unless otherwise rescinded or extended by the Board of Education.

3. Authorize the Superintendent and/or his designee to take any and all actions necessary to address the emergency conditions including giving effect to the Emergency Contracts to help ensure the continuation of public education, the health and safety of District students and staff, and the repair and restoration of District property in response to the Severe Windstorm and Wildfire Conditions.

Background:
Beginning on January 7, 2025, major wildfires, fueled by hurricane force winds, rapidly spread throughout significant portions of Los Angeles Unified. Massive devastation resulted in the impacted communities, and continues to occur in communities, homes, and schools causing Governor Gavin Newsom to proclaim a state of emergency. Fires continue to rage throughout communities containing District Sites, causing major air quality hazards, property damage, evacuation orders, the closure of District schools and offices, and strain on resources available to the District's students and staff.

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File #: Rep-201-24/25 **Agenda Date:**1/14/2025
In Control: Superintendent's Office

This Resolution will give the Superintendent and/or his designee(s) the ability to procure materials, resources, and services, in an expeditious manner, to address damage that has already occurred, mitigate further property damage, ensure student and staff safety, provide resources to communities within the District's boundaries, and facilitate efforts to return students to effective and safe learning environments.

Expected Outcomes:
Staff anticipates that the Board of Education will adopt the attached Resolution declaring that emergency conditions exist at District Sites and within the communities served by the District Sites. It is further anticipated that the Board of Education will authorize the Superintendent to take any and all actions necessary to procure and enter into Emergency Contracts to ensure the health and safety of students, staff, and community, and return the continuity of public education, mitigate and/or address any damage to District Sites caused by the Severe Windstorm and Wildfire Conditions.

Board Options and Consequences:
If the Board of Education does not approve the proposed actions contained in this Board Report, staff will be unable to take immediate and necessary procurement actions to protect the health and safety of students, staff, and District Sites, and to ensure the delivery of in-person instruction. Any such contracts necessary to address the significant challenges posed by the Severe Windstorm and Wildfire Conditions over the existing delegated authority, would need to go through a bid process and Board approval.

Policy Implications:
The proposed actions are consistent with Rules 1757 and 1758 of the Rules of the Board of Education.

Budget Impact:
There will be an impact to the budget. At this time, the amount is unknown and unpredictable.

Student Impact:
This helps to protect student health and safety while ensuring the continuity of instruction in an educational environment that will help students achieve their educational goals.

Equity Impact:
None.

Issues and Analysis:
See attached Resolution.

Attachments:
Attachment A - Resolution by the Los Angeles Unified School District Declaring Emergency Conditions Exist at Los Angeles Unified School District schools and offices ("District") and Authorize to Take Any and All Necessary Actions to Respond Effectively to the Severe Windstorm and Wildfire Conditions.

Informatives:
Not applicable.

Submitted:
01/10/25

File #: Rep-201-24/25 **Agenda Date:**1/14/2025
In Control: Superintendent's Office

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

ATTACHMENT A

AUTHORIZATION NEEDED TO TAKE CERTAIN NECESSARY ACTIONS RELATED TO THE EXECUTION OF CERTAIN CONTRACTS WITHOUT ADVERTISING OR INVITING BIDS TO RESPOND EFFECTIVELY TO THE LIFE-THREATENING, DESTRUCTIVE, WIDESPREAD, SEVERE WINDSTORM AND RESULTING SIGNIFICANT HIGH RISK AND DANGEROUS FIRE WEATHER CONDITIONS EXPERIENCED BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT (LAUSD) IN JANUARY 2025; RESOLUTION BY THE LAUSD BOARD OF EDUCATION DECLARING EMERGENCY CONDITIONS EXIST AT MULTIPLE LAUSD SCHOOLS AND OFFICES (DISTRICT SITES)

Bd. of Ed. Rpt. No. 201-24/25
January14, 2025

WHEREAS, on January 7, 2025, Los Angeles County and the District experienced life-threatening, destructive, widespread severe windstorm and resulting significant high risk and dangerous fire weather conditions, including active fires in and around the Pacific Palisades, Altadena/Pasadena, and Hollywood areas (the "Severe Windstorm and Fire Conditions").

WHEREAS, high winds, low humidity, and dry conditions have increased the intensity and spread of multiple fires throughout communities containing District Sites, causing imminent threat to life with Red Flag warnings in effect in Los Angeles County and widespread dangerous windstorm conditions with damaging wind gusts of 50 to 80 mph;

WHEREAS, the Severe Fire and Windstorm Conditions have caused damage to several District schools and threaten to damage additional District schools, District structures, student and staff homes, and critical infrastructure, including power lines and water tanks, and have prompted evacuation orders in communities containing District Sites and the closure of District schools;

WHEREAS, strict compliance with various statutes and regulations would prevent, hinder, or delay appropriate actions to address the emergency conditions (health, safety, and property) caused directly or indirectly by the Severe Windstorm and Wildfire Conditions as well as property damage mitigation measures;

WHEREAS, it is imperative for the District to implement measures to respond to the Severe Fire and Windstorm Conditions that threaten the health and safety of students, staff, and community members as well as District Sites;

WHEREAS, under California Public Contract Code Section 20113, in an emergency, when any repairs, alterations, work, or improvements are necessary to any facility of public schools to permit the continuance of existing school classes, or to avoid danger to life or property, the board of education may, by unanimous vote, with the approval of the County Superintendent of Schools, do the following: make a contract in writing or otherwise on behalf of the district for the performance of labor and furnishing of materials or supplies for the purpose without advertising for or inviting bid notwithstanding; and notwithstanding California Public Contract Code Section 20113;

NOW, THEREFORE BE IT RESOLVED, That the Board of Education of the Los Angeles Unified School District:

1) Determines that the circumstances described in the Resolution herein constitute an emergency condition.

2) By unanimous vote, under the provisions of section 20113 of the California Public Contract Code, and subject to approval by the Los Angeles County Superintendent of Schools, authorizes the Superintendent and/or his designee(s) to enter into any and all contracts necessary for the procurement of materials and services necessary for the District to address the emergency conditions caused by the Severe Fire and Windstorm Conditions, including but not limited to contracts for materials, supplies, District Site structural repairs, damage mitigation, community engagement, as well as learning loss mitigation measures ("Emergency Contracts"), without advertising or inviting bids, and for any dollar amount necessary to respond to the emergency conditions at the District Sites; and, notwithstanding section 20114, authorize the use of day labor or force account labor for the purpose, which emergency delegation to expire on June 30, 2025, unless otherwise rescinded or extended by the Board of Education.

3) Authorize the Superintendent and/or his designee(s) to take any and all actions necessary to give effect to Emergency Contracts to help ensure student and staff safety, and the continuation of public education, which emergency delegation will expire on June 30, 2025, unless otherwise rescinded or extended by the Board of Education.

PASSED AND ADOPTED by the Governing Board of the Los Angeles Unified School District at 333 South Beaudry Avenue, Los Angeles, California, on January ___, 2025 by the following vote:

AYES:_____ NAYS:_____ ABSENT:_____ ABSTENTIONS:_____

_____
Scott M. Schmerelson
Board President

(STATE OF CALIFORNIA) (SS. COUNTY OF LOS ANGELES)