



Board of Education Report

File #: Rep-139-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 11/17/2025

Denial of the Renewal Petition for PREPA TEC - Los Angeles [PUBLIC HEARING] Charter Schools Division

Brief Description:

(Denial of the Renewal Petition for PREPA TEC - Los Angeles) Recommends denial of the renewal petition for PREPA TEC - Los Angeles, a Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 388 students in grades 6-8 in each year of the charter term.

Action Proposed:

Adopt the denial of the renewal charter petition for PREPA TEC - Los Angeles (“Charter School”), a Start-Up Independent charter school, located in Board District 5 and Region East, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC - Los Angeles. The school is requesting to reduce enrollment capacity from 504 to 388 students to align with its enrollment projections based on its enrollment trends in the current term.

Background:

PREPA TEC - Los Angeles is a 6-8 school currently serving 309 students on a private facility at 8001 Santa Fe Avenue, Walnut Park, CA, 90255 in Board District 5 and Region East. PREPA TEC - Los Angeles was originally approved by the LAUSD Board of Education on January 15, 2013. On December 5, 2017, the charter school was renewed for a five-year term to serve 504 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 PREPA TEC - Los Angeles expires June 30, 2026.

On August 21, 2025, PREPA TEC - Los Angeles submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2025.

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

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

Due Diligence:

Current PREPA TEC - Los Angeles governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence

review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:

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

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

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

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

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

Grounds for Nonrenewal:

Staff of the Charter Schools Division and the Office of the General Counsel reviewed the renewal charter petition application for PREPA TEC - Los Angeles 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 PREPA TEC - Los Angeles, based on review of the petition and supporting documentation, staff has determined, the charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to substantial governance factors (Ed. Code, § 47607(e).); and Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47607(c).)

Expected Outcomes:

Denial will prevent Charter School from continuing its operations as a charter school under the authority of the LAUSD 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 PREPA TEC - Los Angeles, Charter School would not be authorized to continue operating as a charter school under the terms of the authority of the LAUSD Board. Charter School’s current charter expires on June 30, 2026. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 139-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education’s adopted written findings of fact for the denial of Charter School renewal petition.

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

Policy Implications:

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

Budget Impact:

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

Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school’s fiscal condition and

operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has 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 not met the requirements for charter school approval and therefore recommends denial of the renewal petition.

Issues and Analysis:

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

Attachments:

Attachment A - Staff Assessment and Recommendation Report

Attachment B - PREPA TEC - Los Angeles Data Set

Attachment C - Findings of Fact in Support of Denial of the Charter Petition for PREPA TEC - Los Angeles

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

<https://drive.google.com/drive/folders/1oXdWqxbHI-llqtt58zKPeLQ42tR8GFw1?usp=sharing>

Submitted:

10/23/25

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

ALBERTO M. CARVALHO
Superintendent

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

APPROVED & PRESENTED BY:

DEVORA NAVERA REED
General Counsel

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

___ Approved as to form.

REVIEWED BY:

APPROVED & PRESENTED BY:

KURT JOHN
Deputy Chief Financial Officer

MARLA WILLMOTT
Director
Charter Schools Division

___ Approved as to budget impact statement.

___ Approved as to budget impact statement.

ATTACHMENT A
STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 139-25/26
 November 17, 2025

| | | | | |
|---|--|---|---|--|
| School Name: | PREPA TEC - Los Angeles | | | BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2025 |
| Type of Charter School: | Start-Up Independent Charter School | | | |
| Charter Operator | Alta Public Schools | | | |
| Location Code: | 5207 | | | |
| Type of Site(s): | Private | | | |
| Site Address(es): | 8001 Santa Fe Avenue, Walnut Park, CA 90255 | | | |
| Board District(s): | 5 | Region(s): | East | |
| Grade Levels Served: | 6-8 | Current Enrollment: | 309 | |
| Grade Levels Authorized in Current Charter: | 6-8 | Approved Enrollment in Current Charter: | 504 (see proposed change in "Action Proposed" below) | |
| CONSIDERATION: | Renewal | | | |
| CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION) | Middle Performing | | | |
| STAFF RECOMMENDATION: | Denial | | | |
| PROPOSED BENCHMARKS: | None | | | |

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the renewal petition for PREPA TEC – Los Angeles (“PREPA TEC” or “Charter School”), located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 388 students in grades 6-8 in each year of the charter term. The school is requesting to reduce enrollment capacity from 504 to 388 students to align with its enrollment projections based on its enrollment trends in the current term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC – Los Angeles*, 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?

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).)

For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC – Los Angeles*, these criteria have been determined 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

| | PREPA TEC – Los Angeles |
|--|--|
| Initial Authorization: | On January 15, 2013, PREPA TEC – Los Angeles was authorized by the LAUSD Board of Education to serve 504 students in grades 6-8. |
| Most Recent Renewal | <p>The charter was renewed on December 5, 2017, for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 504 students in grades 6-8.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for PREPA TEC – Los Angeles expires June 30, 2026.</p> |
| Approved Material Revisions of Current Charter: | Not applicable |
| Board Benchmarks in Current Charter Term: | <p>On December 5, 2017, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to PREPA TEC – Los Angeles:</p> <p>INSTRUCTIONAL:</p> <ol style="list-style-type: none"> 1. Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for “English Learner” in ELA and Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “<i>Green</i>” performance level or higher. 2. Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for “Students with Disabilities” in ELA and Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “<i>Green</i>” performance level or higher. 3. Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, in Mathematics, schoolwide academic performance as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “<i>Green</i>” performance level or higher. |

| | PREPA TEC – Los Angeles |
|--|--|
| Board Benchmarks in Current Charter Term: | <p>FISCAL:</p> <p>4. The school will provide a five-year budget to the Charter Schools Division that indicates consistent improvement to the school’s fiscal condition no later than June 30, 2018. The school’s five-year budget should indicate a positive cash flow in each year, with a positive change in net assets within three years that results in a positive net asset balance by the end of fiscal year 2022-2023.</p> <p>5. The school will provide annual updates to the Charter Schools Division beginning on December 15, 2018, and continuing through December 15, 2023, concerning its progress in improving the school’s fiscal condition and successfully executing the five-year budget as mentioned in the fiscal benchmark above.</p> <p>Please see the “Additional Information” section below and the <i>Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC-Los Angeles</i> for more details.</p> |
| Submission of Renewal Petition Application: | PREPA TEC - Los Angeles submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025. |
| Concurrent Request for Material Revision: | Not applicable |
| Master Plan for English Learners and Standard English Learners: | PREPA TEC - Los Angeles implements its own Master Plan for English Learners and Standard English Learners. |
| Special Education SELPA | PREPA TEC - Los Angeles participates in Los Angeles County Charter Special Education Local Plan Area (SELPA). |

B. Charter School Operator

PREPA TEC - Los Angeles is operated by Alta Public Schools, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

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

Overall, Charter School’s Dashboard performance was lower than the state in both ELA and Math for the most recent three years, but higher on the English Language Progress Indicator (ELPI) for two of the three most recent years. The charter school provided two years of verified data, demonstrating one year’s progress for All Students and for the majority of numerically significant student groups in ELA and Math for both 2023-2024 and 2024-2025. Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC - Los Angeles* for more details.

Please see the PREPA TEC - Los Angeles 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.

PREPA TEC - Los Angeles

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

Data Sources: CA School Dashboard Research Files

c. English Language Arts Indicator

In 2022, 2023, and 2024 in English Language Arts (ELA), the charter school’s Distance from Standard (DFS) was lower than the state for All Students, and lower than the state for all numerically significant student groups. For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC – Los Angeles* for more details.

PREPA TEC - Los Angeles- 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 | -87.0 | Low | -12.2 | Lower |
| Latino | Met | Very Low | -86.4 | Low | -38.6 | Lower |
| English Learner | Met | Very Low | -137.7 | Low | -61.2 | Lower |
| Socioeconomically Disadvantaged | Met | Very Low | -91.2 | Low | -41.4 | Lower |
| Students with Disabilities | Met | Very Low | -176.4 | Very Low | -97.3 | Lower |

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

PREPA TEC - Los Angeles - English Language Arts Indicator - 2022-2023

| Student Group | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|-------------|-----------------|-----------------------------------|
| All Students | Met | Yellow | -61.3 | 25.6 | Orange | -13.6 | Lower |
| Latino | Met | Yellow | -61.1 | 25.3 | Orange | -40.2 | Lower |
| English Learner | Met | Orange | -101.0 | 36.7 | Orange | -67.7 | Lower |
| Socioeconomically Disadvantaged | Met | Yellow | -61.6 | 29.7 | Orange | -42.6 | Lower |
| Students with Disabilities | Not Met | Orange | -168.1 | 8.3 | Red | -96.3 | Lower |

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

PREPA TEC - Los Angeles - 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 | -58.7 | 2.6 | Orange | -13.2 | Lower |
| Latino | Met | Orange | -58.3 | 2.7 | Orange | -39.3 | Lower |
| English Learner | Met | Orange | -86.6 | 14.4 | Orange | -67.6 | Lower |
| Long Term English Learner | Met | Red | -118.1 | -8.4 | Red | -109.6 | Lower |
| Socioeconomically Disadvantaged | Met | Yellow | -58.6 | 3.0 | Orange | -40.9 | Lower |
| Students with Disabilities | Met | Orange | -132.1 | 36.0 | Red | -95.6 | Lower |

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

d. Math Indicator

In 2022, 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. For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC – Los Angeles* for more details.

PREPA TEC - Los Angeles - 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 | -138.0 | Low | -51.7 | Lower |
| Latino | Met | Very Low | -137.3 | Low | -83.4 | Lower |
| English Learner | Met | Very Low | -176.6 | Low | -92.0 | Lower |
| Socioeconomically Disadvantaged | Met | Very Low | -137.9 | Low | -84.0 | Lower |
| Students with Disabilities | Met | Very Low | -214.3 | Very Low | -130.8 | Lower |

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

PREPA TEC - Los Angeles - 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 | -134.9 | 3.1 | Orange | -49.1 | Lower |
| Latino | Met | Red | -134.5 | 2.8 | Orange | -80.8 | Lower |
| English Learner | Met | Orange | -164.1 | 12.5 | Orange | -93.4 | Lower |
| Socioeconomically Disadvantaged | Met | Orange | -134.4 | 3.5 | Yellow | -80.8 | Lower |
| Students with Disabilities | Not Met | Orange | -196.5 | 17.8 | Orange | -127.3 | Lower |

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

PREPA TEC - Los Angeles - 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 | -131.7 | 3.2 | Orange | -47.6 | Lower |
| Latino | Met | Orange | -131.3 | 3.1 | Orange | -79.2 | Lower |
| English Learner | Met | Orange | -158.0 | 6.1 | Orange | -93.4 | Lower |
| Long Term English Learner | Met | Red | -194.1 | -21.9 | Red | -163.5 | Lower |
| Socioeconomically Disadvantaged | Met | Red | -131.5 | 2.9 | Orange | -78.2 | Lower |
| Students with Disabilities | Met | Red | -205.1 | -8.6 | 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 English Learner Progress Rate was higher than the state. In 2023 on the ELPI, the charter school’s English Learner progress rate was lower than the state. In 2024 on the ELPI, the charter school’s English Learner Progress Rate for English Learner and Long-term English Learner student groups were higher than the state’s rates.

PREPA TEC Los Angeles - 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 | 62.3% | Medium | 50.3% | Higher |

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

PREPA TEC Los Angeles - 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 | Orange | 46.1% | -16.3% | Yellow | 48.7% | Lower |

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

PREPA TEC - Los Angeles - 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 | Not Met | Green | 49.4% | 3.3% | Orange | 45.7% | Higher |
| Long-term English Learner | Not Met | Green | 53.4% | 5.1% | Orange | 45.8% | Higher |

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 and 2024 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was higher than the state for All Students and for all numerically significant student groups. In 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. .

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., 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 “Not Met” in 2023 and “Met” in 2024.

k. Additional Information

As part of the school’s most recent renewal, the LAUSD issued benchmarks. For more information regarding the instructional benchmarks, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC – Los Angeles* for more details.

In addition to the above, updates regarding the fiscal benchmarks issued for the current term are as follows:

- The school will provide a five-year budget to the Charter Schools Division that indicates consistent improvement to the school’s fiscal condition no later than June 30, 2018. The school’s five-year budget should indicate a positive cash flow in each year, with a positive change in net assets within three years that results in a positive net asset balance by the end of fiscal year 2022-2023.

Fiscal Benchmark 4 was met. Charter School submitted a five-year budget demonstrating consistent improvement in its fiscal condition, with positive cash flow and annual increases in net assets, resulting in a positive net asset balance by the end of fiscal year 2022-2023.

5. The school will provide annual updates to the Charter Schools Division beginning on December 15, 2018, and continuing through December 15, 2023, concerning its progress in improving the school’s fiscal condition and successfully executing the five-year budget as mentioned in the fiscal benchmark above.

Fiscal Benchmark 5 was met. Charter School has submitted its annual updates concerning the progress in implementing the financial plan outlined in Fiscal Benchmark 4 above.

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 PREPA TEC - Los Angeles outcomes on its annual oversight evaluation reports for the last two years. For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC - Los Angeles*.

a. Governance

| Oversight Ratings/Concerns | |
|----------------------------|--|
| 2023-2024 | <i>Proficient</i> |
| 2024-2025 | <i>Unsatisfactory</i> |
| Concerns | The rating of <i>Unsatisfactory</i> in 2024-2025 was due to unresolved concerns and ongoing tiered intervention. |

b. Student Achievement and Educational Performance

| Oversight Ratings/Concerns | |
|----------------------------|--|
| 2023-2024 | <i>Developing</i> |
| 2024-2025 | <i>Developing</i> |
| Concerns | The rating of <i>Developing</i> in 2023-2024 and 2024-2025 was primarily due to the school’s average of academic indicators. |

c. Organizational Management, Programs, and Operations

| Oversight Ratings/Concerns | |
|----------------------------|------------------------------|
| 2023-2024 | <i>Proficient</i> |
| 2024-2025 | <i>Proficient</i> |
| Concerns | No unresolved issues pending |

d. Fiscal Operations

| Oversight Ratings/Concerns | |
|----------------------------|--|
| 2023-2024 | <i>Proficient</i> |
| 2024-2025 | <i>Developing</i> |
| Concerns | The rating of <i>Developing</i> in 2024-2025 was primarily due to the school’s weak and deteriorating financial condition. See further details in the Fiscal Management and Performance section below. |

VI. VERIFIED DATA

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

ELA

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 and 2024-2025 Final Diagnostic for All Students and for the following student groups: 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.

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 308 students were assessed in Reading and 311 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 160%. Per the California SBE 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 targets¹ to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Reading in 2024-2025.

As seen in the table below, Charter School provided the most recent data for four student groups and all student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2024-2025.

| i-Ready Diagnostic Growth Reading 2024-2025 | | | | |
|---|---------------------------|-----------------------|---|---------------------|
| Student Groups | Number of Students Tested | i-Ready Growth Target | Reading: Progress to Annual Typical Growth (Median) | One Year’s Progress |
| All Students Grade 6-8 | 308 | Grades 6-8: 45% | 160% | Met |
| Latino | 221 | Grades 6-8: 45% | 172% | Met |
| English Learner | 74 | Grades 6-8: 45% | 200% | Met |
| Socioeconomically Disadvantaged | 222 | Grades 6-8: 45% | 170% | Met |
| Students with Disabilities | 27 | Grades 6-8: 45% | 161% | Met |

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

¹ In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

Charter School also submitted verified data using i-Ready for the 2023-2024 school year. Based on i-Ready’s Median Progress to Typical Growth targets, Charter School met the one year’s progress for All Students and met the one year’s progress for three of four student groups in Reading in 2023-2024.

MATH

Charter School provided data for Math from an “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 and 2024-2025 Final Diagnostic for All Students and for the following student groups: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the 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 310 students were assessed in Math and 310 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 114%. Based on i-Ready’s Median Progress to Typical Growth targets² to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Math in 2024-2025.

As seen in the table below, Charter School provided the most recent data for four student groups and all student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2024-2025.

| i-Ready Diagnostic Growth Math 2024-2025 | | | | |
|---|----------------------------------|------------------------------|---|----------------------------|
| Student Groups | Number of Students Tested | i-Ready Growth Target | Math: Progress to Annual Typical Growth (Median) | One Year’s Progress |
| All Students Grade 6-8 | 310 | Grades 6-8: 60% | 114% | Met |
| Latino | 222 | Grades 6-8: 60% | 109% | Met |
| English Learner | 74 | Grades 6-8: 60% | 127% | Met |
| Socioeconomically Disadvantaged | 223 | Grades 6-8: 60% | 108% | Met |
| Students with Disabilities | 28 | Grades 6-8: 60% | 156% | Met |

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

Charter School also submitted verified data using i-Ready for the 2023-2024 school year. Based on i-Ready’s Median Progress to Typical Growth targets, Charter School met the one year’s progress for All Students and met the one year’s progress for all four student groups in Math in 2023-2024.

² i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

Based on the review and consideration of verified data, PREPA TEC included two years of data, including schoolwide and student group reports (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2023-2024 and 2024-2025, PREPA TEC-Los Angeles appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

PREPA TEC – Los Angeles’ fiscal condition is positive.

| | 2020-2021 (Audited Actuals) | 2021-2022 (Audited Actuals) | 2022-2023 (Audited Actuals) | 2023-2024 (Audited Actuals) | 2024-2025 (Unaudited Actuals) |
|---------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|
| Net Assets | \$1,000,762 | \$487,959 | \$233,684 | \$70,196 | \$296,514 |
| Net Income/Loss | \$732,917 | (\$512,803) ¹ | (\$254,275) ² | (\$163,488) ³ | \$226,318 |
| Transfers In/Out | \$0 | \$0 | \$0 | \$0 | \$0 |
| Prior Year Adjustment(s) | \$0 | \$0 | \$0 | \$0 | \$0 |
| Norm Enrollment ^A | 268 | 275 | 294 | 306 | 327 |

¹According to APS, the net loss reported for Fiscal Year 2021-2022 was primarily due to the recognition of \$713K in rent expenses as the result of recording the school’s deferred lease liability using the straight-line basis.

²According to APS, the net loss reported for Fiscal Year 2022-2023 was primarily due to increased rent from the school’s relocation to a permanent facility.

³According to APS, The net loss reported for Fiscal Year 2023-2024 was primarily due to investments in expanded services (i.e., academic recovery interventions, staff mental health and retention supports, attendance and child welfare supports, and facilities improvements).

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

- c. Other Significant Fiscal Information
 The financial condition of the charter operator is summarized in the table below.

| Alta Public Schools | | | | | |
|--|---------------------|--|--------------------------|--|---------------------|
| Source: Independent Audit Report for the Year Ending June 30, 2024 | | | | | |
| # of Charter Schools | | <u>Including</u> related parties and charter schools | | <u>Excluding</u> related parties and charter schools | |
| Operated | Authorized by LAUSD | Net Assets | Net Income / (Loss) | Net Assets | Net Income / (Loss) |
| 2 | 2 | \$7,293,506 | (\$266,510) ⁴ | \$3,229,030 | \$56,348 |

⁴ According to APS, the net loss reported for Fiscal Year 2023-2024 was primarily due to the combined net losses of (\$164K) from PREPA TEC – Los Angeles and (\$242K) from Alta Foundation PTMS, LLC, partially offset by net income from other APS-related entities. Based on the 2023-2024 audit, the net loss for Alta Foundation PTMS, LLC was primarily due to non-cash depreciation expense of \$279K.

PREPA TEC - Los Angeles

Board District: 5 | Region: East | Location Code: 5207

CA School Dashboard: Academic Performance - English Language Arts

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

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

| ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator | | | | | | | | | | | | | | | | | | | | | | |
|--|----------------|--------------------|--------|--------------|-----------|-----------------|----------------|--------------------|--------|--------|-------------------------|--------|----------------|-----------------|------------|--------------------|--------|--------|-------------------------|--------|-----------|-----------------|
| Student Group | Dashboard 2022 | | | | | | Dashboard 2023 | | | | | | Dashboard 2024 | | | | | | | | | |
| | Part. Rate | Students w/ Scores | DFS | Status Level | State DFS | School vs State | Part. Rate | Students w/ Scores | DFS | Change | Change Level | Color | State DFS | School vs State | Part. Rate | Students w/ Scores | DFS | Change | Change Level | Color | State DFS | School vs State |
| All Students | 100% | 252 | -87.0 | Very Low | -12.2 | Lower | 99% | 267 | -61.3 | 25.6 | Increased Significantly | Yellow | -13.6 | Lower | 100% | 282 | -58.7 | 2.6 | Maintained | Orange | -13.2 | Lower |
| English Learner | 99% | 89 | -137.7 | Very Low | -61.2 | Lower | 99% | 107 | -101.0 | 36.7 | Increased Significantly | Orange | -67.7 | Lower | 100% | 119 | -86.6 | 14.4 | Increased | Orange | -67.6 | Lower |
| Latino | 100% | 250 | -86.4 | Very Low | -38.6 | Lower | 99% | 263 | -61.1 | 25.3 | Increased Significantly | Yellow | -40.2 | Lower | 100% | 278 | -58.3 | 2.7 | Maintained | Orange | -39.3 | Lower |
| Long-Term English Learner | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 100% | 59 | -118.1 | -8.4 | Declined | Red | -109.6 | Lower |
| Socioeconomically Disadvantaged | 100% | 236 | -91.2 | Very Low | -41.4 | Lower | 99% | 265 | -61.6 | 29.7 | Increased Significantly | Yellow | -42.6 | Lower | 100% | 273 | -58.6 | 3.0 | Increased | Yellow | -40.9 | Lower |
| Students with Disabilities | 100% | 34 | -176.4 | Very Low | -97.3 | Lower | 90% | 30 | -168.1 | 8.3 | Increased | Orange | -96.3 | Lower | 100% | 31 | -132.1 | 36.0 | Increased Significantly | Orange | -95.6 | Lower |

Data Sources: California School Dashboard Research data files.

PREPA TEC - Los Angeles

Board District: 5 | Region: East | Location Code: 5207

CA School Dashboard: Academic Performance - Math

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

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

| Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------|--------------------|--------|--------------|-----------|-----------------|----------------|--------------------|--------|--------|-------------------------|--------|-----------|-----------------|------------|--------------------|--------|--------|------------------------|--------|-----------|-----------------|
| Student Group | Dashboard 2022 | | | | | | Dashboard 2023 | | | | | | | Dashboard 2024 | | | | | | | | |
| | Part. Rate | Students w/ Scores | DFS | Status Level | State DFS | School vs State | Part. Rate | Students w/ Scores | DFS | Change | Change Level | Color | State DFS | School vs State | Part. Rate | Students w/ Scores | DFS | Change | Change Level | Color | State DFS | School vs State |
| All Students | 100% | 256 | -138.0 | Very Low | -51.7 | Lower | 99% | 266 | -134.9 | 3.1 | Increased | Orange | -49.1 | Lower | 99% | 284 | -131.7 | 3.2 | Increased | Orange | -47.6 | Lower |
| English Learner | 100% | 90 | -176.6 | Very Low | -92.0 | Lower | 99% | 107 | -164.1 | 12.5 | Increased | Orange | -93.4 | Lower | 100% | 122 | -158.0 | 6.1 | Increased | Orange | -93.4 | Lower |
| Homeless Youth | -- | -- | -- | -- | -101.8 | -- | -- | -- | -- | -- | -- | -- | -101.3 | -- | 92% | 12 | -137.3 | -- | -- | -- | -106.0 | -- |
| Latino | 100% | 251 | -137.3 | Very Low | -83.4 | Lower | 99% | 262 | -134.5 | 2.8 | Maintained | Red | -80.8 | Lower | 99% | 280 | -131.3 | 3.1 | Increased | Orange | -79.2 | Lower |
| Long-Term English Learner | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 100% | 59 | -194.1 | -21.9 | Declined Significantly | Red | -163.5 | Lower |
| Socioeconomically Disadvantaged | 100% | 237 | -137.9 | Very Low | -84.0 | Lower | 99% | 264 | -134.4 | 3.5 | Increased | Orange | -80.8 | Lower | 99% | 274 | -131.5 | 2.9 | Maintained | Red | -78.2 | Lower |
| Students with Disabilities | 100% | 34 | -214.3 | Very Low | -130.8 | Lower | 94% | 30 | -196.5 | 17.8 | Increased Significantly | Orange | -127.3 | Lower | 97% | 30 | -205.1 | -8.6 | Declined | Red | -124.3 | Lower |

Data Sources: California School Dashboard Research data files.

PREPA TEC - Los Angeles

Board District: 5 | Region: East | Location Code: 5207

CA School Dashboard: English Learner Progress Indicator (ELPI)

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

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

| English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator | | | | | | | | | | | | | | | | | | | |
|---|----------------|-------|--------------|------------|-----------------|----------------|-------|--------|------------------------|--------|------------|-----------------|----------------|-------|--------|--------------|-------|------------|-----------------|
| Student Group | Dashboard 2022 | | | | | Dashboard 2023 | | | | | | | Dashboard 2024 | | | | | | |
| | Students | ELPI | Status Level | State ELPI | School vs State | Students | ELPI | Change | Change Level | Color | State ELPI | School vs State | Students | ELPI | Change | Change Level | Color | State ELPI | School vs State |
| English Learner | 77 | 62.3% | High | 50.3% | Higher | 89 | 46.1% | -16.3 | Declined Significantly | Orange | 48.7% | Lower | 79 | 49.4% | 3.3 | Increased | Green | 45.7% | Higher |
| Long-Term English Learner | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 58 | 53.4% | 5.1 | Increased | Green | 45.8% | Higher |

| Student English Language Acquisition Results Summative ELPAC | | | | | | | | | | |
|--|---------------|------------------------------------|-------------------------|---|-----------------------------------|------------------------------------|-------------------------|---|-----------------------------------|--|
| End Year | Student Group | School | | | | State of California | | | | |
| | | Progressed at Least One ELPI Level | Maintained ELPI Level 4 | Maintained ELPI Level 1, 2L, 2H, 3L, 3H | Decreased at Least One ELPI Level | Progressed at Least One ELPI Level | Maintained ELPI Level 4 | Maintained ELPI Level 1, 2L, 2H, 3L, 3H | Decreased at Least One ELPI Level | |
| 2022 | EL | 58.4% | 3.9% | 24.7% | 13.0% | 47.5% | 2.8% | 31.4% | 18.3% | |
| 2023 | EL | 41.6% | 4.5% | 28.1% | 18.0% | 45.7% | 2.3% | 32.2% | 18.3% | |
| 2024 | EL | 48.1% | 1.3% | 32.9% | 15.2% | 43.2% | 1.9% | 34.4% | 19.1% | |
| 2024 | LTEL | 53.4% | 0.0% | 29.3% | 13.8% | 41.6% | 3.4% | 28.5% | 24.7% | |

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

| Summative ELPAC Participation Rate Report | | | | | | | | | |
|---|---------------|---------------------------------------|---|------------------|-----------------------------------|---------------------------------------|---|------------------|-----------------------------------|
| End Year | Student Group | School | | | | State of California | | | |
| | | Students Tested During Testing Window | Students Enrolled During Testing Window | Partipation Rate | Partipation Rate Greater Than 95% | Students Tested During Testing Window | Students Enrolled During Testing Window | Partipation Rate | Partipation Rate Greater Than 95% |
| 2022 | EL | 83 | 85 | 97.6% | Y | 1,052,513 | 1,088,734 | 96.7% | Y |
| 2023 | EL | 86 | 97 | 88.7% | N | 1,048,300 | 1,069,515 | 98.0% | Y |
| 2023 | LTEL | 36 | 37 | 97.3% | Y | 193,182 | 202,530 | 95.4% | Y |
| 2024 | EL | 80 | 86 | 93.0% | N | 1,028,083 | 1,047,977 | 98.1% | Y |
| 2024 | LTEL | 46 | 50 | 92.0% | N | 182,603 | 190,459 | 95.9% | Y |

PREPA TEC - Los Angeles

Board District: 5 | Region: East | Location Code: 5207

CA School Dashboard: Chronic Absenteeism

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

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

| Chronic Absenteeism - CA School Dashboard Indicator | | | | | | | | | | | | | | | | | | | |
|---|----------------|---------------------|--------------|---------------------------|-----------------|----------------|---------------------|--------|------------------------|--------|---------------------------|-----------------|----------|---------------------|--------|-------------------------|-------|---------------------------|-----------------|
| Student Group | Dashboard 2022 | | | | | Dashboard 2023 | | | | | | Dashboard 2024 | | | | | | | |
| | Students | Chronic Absenteeism | Status Level | State Chronic Absenteeism | School vs State | Students | Chronic Absenteeism | Change | Change Level | Color | State Chronic Absenteeism | School vs State | Students | Chronic Absenteeism | Change | Change Level | Color | State Chronic Absenteeism | School vs State |
| All Students | 304 | 40.5% | Very High | 30.0% | Higher | 295 | 29.5% | -11.0 | Declined Significantly | Yellow | 24.3% | Higher | 318 | 34.6% | 5.1 | Increased Significantly | Red | 18.6% | Higher |
| English Learner | 96 | 40.6% | Very High | 33.6% | Higher | 105 | 29.5% | -11.1 | Declined | Orange | 26.3% | Higher | 92 | 37.0% | 7.4 | Increased | Red | 20.1% | Higher |
| Homeless Youth | -- | -- | -- | 45.1% | -- | -- | -- | -- | -- | -- | 38.7% | -- | 12 | 50.0% | -- | -- | -- | 32.7% | -- |
| Latino | 298 | 40.3% | Very High | 35.8% | Higher | 290 | 29.0% | -11.3 | Declined Significantly | Yellow | 28.4% | Higher | 314 | 34.1% | 5.1 | Increased Significantly | Red | 21.7% | Higher |
| Long-Term English Learner | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 65 | 40.0% | 11.4 | Increased | Red | 23.9% | Higher |
| Socioeconomically Disadvantaged | 280 | 40.0% | Very High | 37.4% | Higher | 293 | 29.7% | -10.3 | Declined Significantly | Yellow | 29.9% | Lower | 302 | 34.8% | 5.1 | Increased Significantly | Red | 23.4% | Higher |
| Students with Disabilities | 35 | 62.9% | Very High | 39.6% | Higher | 35 | 45.7% | -17.1 | Declined | Orange | 33.1% | Higher | 32 | 50.0% | 4.3 | Increased | Red | 26.3% | Higher |

Data Sources: California School Dashboard Research data files.

PREPA TEC - Los Angeles

Board District: 5 | Region: East | Location Code: 5207

CA School Dashboard: Suspension Rate Indicator

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

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

| Suspension Rate Indicator - CA School Dashboard Indicator | | | | | | | | | | | | | | | | | | | |
|---|----------------|-----------------|--------------|-----------------------|-----------------|----------------|-----------------|--------|--------------|--------|-----------------------|-----------------|----------------|-----------------|--------|--------------|--------|-----------------------|-----------------|
| Student Group | Dashboard 2022 | | | | | Dashboard 2023 | | | | | | | Dashboard 2024 | | | | | | |
| | Students | Suspension Rate | Status Level | State Suspension Rate | School vs State | Students | Suspension Rate | Change | Change Level | Color | State Suspension Rate | School vs State | Students | Suspension Rate | Change | Change Level | Color | State Suspension Rate | School vs State |
| All Students | 316 | 0.6% | Low | 3.1% | Lower | 303 | 2.0% | 1.3 | Increased | Yellow | 3.5% | Lower | 323 | 3.1% | 1.1 | Increased | Orange | 3.2% | Lower |
| English Learner | 104 | 1.0% | Low | 3.2% | Lower | 107 | 1.9% | 0.9 | Increased | Yellow | 3.7% | Lower | 95 | 4.2% | 2.3 | Increased | Orange | 3.4% | Higher |
| Homeless Youth | -- | -- | -- | 5.5% | -- | -- | -- | -- | -- | -- | 6.5% | -- | 12 | 8.3% | -- | -- | -- | 5.7% | -- |
| Latino | 310 | 0.6% | Low | 3.3% | Lower | 298 | 2.0% | 1.4 | Increased | Yellow | 3.8% | Lower | 319 | 2.8% | 0.8 | Increased | Orange | 3.4% | Lower |
| Long-Term English Learner | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 67 | 6.0% | 3.1 | Increased | Orange | 8.1% | Lower |
| Socioeconomically Disadvantaged | 288 | 0.7% | Low | 4.0% | Lower | 299 | 2.0% | 1.3 | Increased | Yellow | 4.5% | Lower | 306 | 2.6% | 0.6 | Increased | Orange | 4.0% | Lower |
| Students with Disabilities | 35 | 0.0% | Very Low | 5.4% | Lower | 35 | 2.9% | 2.9 | Increased | Orange | 5.9% | Lower | 32 | 9.4% | 6.5 | Increased | Orange | 5.4% | Higher |

Data Sources: California School Dashboard Research data files.

PREPA TEC - Los Angeles

Board District: 5 | Region: East | Location Code: 5207

Enrollment Report

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

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

| Enrollment by Ethnicity and Student Group | | | | | | |
|---|------------|---------------------|---------------------|------------|---------------------|---------------------|
| Student Group | 2023-2024 | | | 2024-2025 | | |
| | School | Los Angeles Unified | State of California | School | Los Angeles Unified | State of California |
| Enrollment | 305 | 529,902 | 5,837,690 | 319 | 516,685 | 5,806,221 |
| F/R Meal | 94.8% | 80.6% | 61.6% | 90.9% | 81.9% | 62.7% |
| GATE | 0.0% | 11.6% | N/A | 0.0% | 13.0% | N/A |
| English Learner | 28.9% | 20.1% | 18.4% | 26.0% | 18.6% | 17.4% |
| Foster Youth | 0.7% | 0.6% | 0.5% | 1.3% | 0.5% | 0.5% |
| Homeless Youth | 3.6% | 2.1% | 3.6% | 1.3% | 2.7% | 4.0% |
| Socioeconomically Disadvantaged | 96.4% | 81.3% | 62.7% | 93.4% | 82.4% | 63.6% |
| Students w/ Disabilities | 10.2% | 14.8% | 13.7% | 11.3% | 15.6% | 14.2% |
| Migrant Youth | 0.0% | 0.2% | 0.8% | 0.0% | 0.2% | 0.8% |
| African American/Black | 1.3% | 7.3% | 4.9% | 0.3% | 7.1% | 4.9% |
| American Indian or Alaska Native | 0.0% | 0.1% | 0.4% | 0.0% | 0.1% | 0.4% |
| Asian | 0.0% | 3.4% | 9.9% | 0.0% | 3.3% | 10.1% |
| Filipino | 0.0% | 1.7% | 2.2% | 0.0% | 1.6% | 2.2% |
| Latino | 98.7% | 73.8% | 56.1% | 99.1% | 73.6% | 56.1% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.2% | 0.4% | 0.0% | 0.2% | 0.4% |
| White | 0.0% | 9.8% | 20.3% | 0.3% | 9.7% | 20.0% |
| Two or More Races | 0.0% | 2.0% | 4.6% | 0.0% | 2.1% | 4.8% |
| Not Reported | 0.0% | 1.8% | 1.1% | 0.3% | 2.2% | 1.2% |

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

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

PREPA TEC - Los Angeles

Board District: 5 | Region: East | Location Code: 5207

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

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

| | 2022-2023 | | | | | | 2023-2024 | | | | | | 2024-2025 | | | | | |
|-----------------------------------|-----------|--------|---------------------|--------|---------------------|--------|-----------|--------|---------------------|--------|---------------------|--------|-----------|--------|---------------------|--------|---------------------|--------|
| | School | | Los Angeles Unified | | State of California | | School | | Los Angeles Unified | | State of California | | School | | Los Angeles Unified | | State of California | |
| English Learners | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| LTEL 6+ Years | 41 | 20.2% | 17,921 | 7.3% | 226,508 | 11.1% | 52 | 26.0% | 15,302 | 6.5% | 211,186 | 10.6% | 37 | 18.4% | 13,052 | 5.9% | 198,853 | 10.4% |
| At-Risk 4-5 Years | 3 | 1.5% | 17,295 | 7.1% | 144,189 | 7.1% | 1 | 0.5% | 15,717 | 6.7% | 136,188 | 6.8% | 2 | 1.0% | 11,406 | 5.2% | 115,009 | 6.0% |
| EL 0-3 Years | 7 | 3.4% | 60,457 | 24.7% | 505,486 | 24.8% | 6 | 3.0% | 60,574 | 25.7% | 519,651 | 26.0% | 11 | 5.5% | 57,726 | 26.1% | 516,862 | 26.9% |
| EL 4+ Years & Not At-Risk or LTEL | 51 | 25.1% | 18,850 | 7.7% | 236,319 | 11.6% | 29 | 14.5% | 14,725 | 6.2% | 207,768 | 10.4% | 33 | 16.4% | 13,775 | 6.2% | 178,306 | 9.3% |
| EL Total | 102 | 50.2% | 114,523 | 46.8% | 1,112,502 | 54.5% | 88 | 44.0% | 106,318 | 45.0% | 1,074,793 | 53.8% | 83 | 41.3% | 95,959 | 43.3% | 1,009,030 | 52.6% |
| RFEP | 101 | 49.8% | 130,377 | 53.2% | 927,694 | 45.5% | 112 | 56.0% | 129,789 | 55.0% | 924,422 | 46.2% | 118 | 58.7% | 125,465 | 56.7% | 909,298 | 47.4% |
| Total Ever EL | 203 | 100.0% | 244,900 | 100.0% | 2,040,196 | 100.0% | 200 | 100.0% | 236,107 | 100.0% | 1,999,215 | 100.0% | 201 | 100.0% | 221,424 | 100.0% | 1,918,328 | 100.0% |

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

PREPA TEC - Los Angeles

Board District: 5 | Region: East | Location Code: 5207

Students with Disabilities Report

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

| Special Education Enrollment by Category | | | | | | | | | | | | |
|--|-----------|----------------|-----------------------|---------------------|----------------|-----------------------|-----------|----------------|-----------------------|---------------------|----------------|-----------------------|
| | 2023-2024 | | | | | | 2024-2025 | | | | | |
| | School | | | Los Angeles Unified | | | School | | | Los Angeles Unified | | |
| Total Enrollment | 305 | | | 529,902 | | | 319 | | | 516,685 | | |
| Students with Disabilities | # of SWD | % of Total SWD | % of Total Enrollment | # of SWD | % of Total SWD | % of Total Enrollment | # of SWD | % of Total SWD | % of Total Enrollment | # of SWD | % of Total SWD | % of Total Enrollment |
| Total SWD Enrollment | 31 | 100% | 10.2% | 78,319 | 100% | 14.8% | 36 | 100% | 11.3% | 80,505 | 100% | 15.6% |
| High Incidence | 29 | 93.5% | 9.5% | 52,153 | 66.6% | 9.8% | 34 | 94.4% | 10.7% | 52,412 | 65.1% | 10.1% |
| Low Incidence | 2 | 6.5% | 0.7% | 26,162 | 33.4% | 4.9% | 2 | 5.6% | 0.6% | 28,084 | 34.9% | 5.4% |
| Autism | 1 | 3.2% | 0.3% | 18,713 | 23.9% | 3.5% | 1 | 2.8% | 0.3% | 20,802 | 25.8% | 4% |
| Deaf-Blindness | 0 | 0% | 0% | 4 | 0% | 0% | 0 | 0% | 0% | 7 | 0% | 0% |
| Deafness | 0 | 0% | 0% | 188 | 0.2% | 0% | 0 | 0% | 0% | 178 | 0.2% | 0% |
| Emotional Disturbance | 0 | 0% | 0% | 1,148 | 1.5% | 0.2% | 0 | 0% | 0% | 1,082 | 1.3% | 0.2% |
| Established Medical Disability | 0 | 0% | 0% | 0 | 0% | 0% | 0 | 0% | 0% | 1 | 0% | 0% |
| Hard of Hearing | 0 | 0% | 0% | 971 | 1.2% | 0.2% | 0 | 0% | 0% | 931 | 1.2% | 0.2% |
| Intellectual Disability | 1 | 3.2% | 0.3% | 3,393 | 4.3% | 0.6% | 1 | 2.8% | 0.3% | 3,381 | 4.2% | 0.7% |
| Multiple Disabilities | 0 | 0% | 0% | 965 | 1.2% | 0.2% | 0 | 0% | 0% | 1,035 | 1.3% | 0.2% |
| Other Health Impairment | 8 | 25.8% | 2.6% | 10,930 | 14% | 2.1% | 13 | 36.1% | 4.1% | 11,596 | 14.4% | 2.2% |
| Orthopedic Impairment | 0 | 0% | 0% | 533 | 0.7% | 0.1% | 0 | 0% | 0% | 434 | 0.5% | 0.1% |
| Specific Learning Disability | 21 | 67.7% | 6.9% | 29,615 | 37.8% | 5.6% | 18 | 50% | 5.6% | 29,368 | 36.5% | 5.7% |
| Speech or Language Impairment | 0 | 0% | 0% | 11,608 | 14.8% | 2.2% | 3 | 8.3% | 0.9% | 11,448 | 14.2% | 2.2% |
| Traumatic Brain Injury | 0 | 0% | 0% | 66 | 0.1% | 0% | 0 | 0% | 0% | 66 | 0.1% | 0% |
| Visual Impairment | 0 | 0% | 0% | 185 | 0.2% | 0% | 0 | 0% | 0% | 175 | 0.2% | 0% |

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

**FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE
RENEWAL CHARTER PETITION FOR
PREPA TEC - LOS ANGELES
BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

BOARD OF EDUCATION REPORT
November 17, 2025

I. INTRODUCTION

On August 21, 2025, PREPA TEC - Los Angeles (“Charter School” or “Petitioners”) submitted a renewal petition application (“Renewal Petition”) to the Charter Schools Division (“CSD”) of the Los Angeles Unified School District (“LAUSD” or “District”), seeking to renew its charter to serve up to 388 students in grades 6-8 for a five-year term, July 1, 2026, to June 30, 2031. (*See Exhibit 1, PREPA TEC - Los Angeles Charter Renewal Petition*). Charter School currently operates on a private site (non-District owned facility) at 8001 Santa Fe Avenue, Walnut Park, CA, 90255, which is located in Board District 5 and Region East. Charter School is operated by Alta Public Schools (“APS”), a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.¹

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

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

¹ LAUSD provides oversight of its charter schools and the entities managing charter schools, and unless otherwise stated, for the purpose of these Findings of Fact, the names “Charter School,” “Petitioners,” and “APS” may be used interchangeably, with the duties and responsibilities of Charter School, Petitioners and APS being the same under these Findings of Fact.

47611.5, and therefore recommends denial of the Renewal Petition.

II. CRITERIA FOR RENEWAL AND GROUNDS FOR NONRENEWAL

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

Criterion 1:

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

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

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

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

As part of its analysis, the LAUSD Board is to assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance.²

² See LAUSD policy, pp. 28-29.

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 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 data³ and identified an approved

³ “Verified data” means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (Ed. Code, §47607.2(c)(2).)

list of valid and reliable assessments.⁴ Staff's review of Charter School's submitted materials will be based on verified data sources and related information adopted by the State Board of Education. (Ed. Code, § 47607.2(c)(3)). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

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

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;
- (2) The closure of the charter school is in the best interest of the pupils; and
- (3) The decision provided greater weight to the performance on the measurements of academic performance.

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

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

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

⁴ <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>

⁵ See LAUSD policy, pp. 35-37.

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

Prior to a nonrenewal determination pursuant to number 1 or 2 noted above, LAUSD shall provide the charter school with at least 30 days' notice of the alleged violation and provide the charter school with a reasonable opportunity to cure the violation, including providing an opportunity for the charter school to present a proposed corrective plan. (Ed. Code, § 47607(e).) After providing notice of the alleged violation and reasonable opportunity to cure the violation, the LAUSD Board may deny a renewal petition if it finds that either:

- 1) The corrective action proposed by the charter school has been unsuccessful, or
- 2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

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

Based on a comprehensive review of Charter School's Renewal Petition application and Charter School's record of academic and governance performance, District staff recommends that the LAUSD Board **deny** the renewal and adopt these *Findings of Fact In Support of Denial of the Renewal Charter Petition for PREPA TEC - Los Angeles* based on the following ground(s):

- Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition due to substantial governance factors. (Ed.

⁶ See LAUSD Policy, pp. 37-38.

Code, § 47607(e).) (Criterion 3); and

- Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code § 47605(c)(2).) (Criterion 1)

A. Charter School is demonstrably unlikely to successfully implement the program set forth in the Renewal Petition due to substantial governance factors. (Ed. Code § 47607(e).)

On July 23, 2025, the District issued Charter School a Notice of Alleged Violations (“NOAV”) pursuant to Education Code section 47607(e). The NOAV provided facts to explain why Charter School is demonstrably unlikely to successfully implement the program due to substantial governance factors consistent with statutory requirements. As operationalized by the District, District Policy explains that “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.”⁷ The District’s NOAV also indicated that failing to take corrective actions in response to the NOAV could lead to LAUSD’s recommended denial of Charter School’s Renewal Petition based on either of the following findings: (1) the corrective action proposed by the charter school has been unsuccessful; or (2) the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. (*See* Ed. Code, § 47607(e); *see also* Exhibit 2, PREPA TEC - Los Angeles Notice of Alleged Violation July 23, 2025).

The District requested that Charter School provide a response to the NOAV by August 22, 2025, as consistent with the timeline set forth by statute. Charter School’s response to the NOAV was insufficient, and was received by the District after the deadline, on August 29, 2025, following a request for an extension. Additionally, the NOAV was specific to substantial governance factors that would be considered in Charter School’s renewal, and therefore the District requested, as part of the NOAV, that the APS Board address the NOAV and adopt a plan to cure the areas of noncompliance. However, the agenda for the APS Board Meeting that was submitted by Charter School, as part of its response, does not include the NOAV on the agenda, but only included a Notice to Cure for APS’ other charter school. Hence, no evidence was provided that showed APS’ Board considered, discussed, or provided any plan in response to the NOAV. Furthermore, the plan that was provided in the response was the same plan previously provided in response to the March 2025 Notice to Cure, and does not specifically address the August 2025 NOAV, as discussed in more detail below. Notwithstanding Charter School’s response to the NOAV, as shown below, the corrective action proposed by Charter School has been unsuccessful. (Ed. Code, § 47607(e).)

⁷ See LAUSD Policy, pg. 37.

1. APS Board Failed to Cure Violations and Comply with Proposed Corrective Actions RE: Special Education Services and Data Compliance.

Charter School is part of the Los Angeles County Charter Special Education Local Plan Area (“LAC Charter SELPA”). Consistent with LAUSD policy⁸ and Charter School’s operative charter, Charter School entered into a Memorandum of Understanding with LAUSD regarding the provision and funding of special education services with applicable law. A key term of this MOU is regarding the use of Welligent, as follows:

“The Charter School will use forms that align to District standards to develop, maintain, and review assessment and IEPs and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The Charter School will maintain copies of assessments and IEP materials for District review. The Charter School will submit to the District all required reports, as needed, including but not limited to CALPADS, SSPT data at student level and Welligent IEPs, in a timely manner as necessary to comply with state law, federal special education laws and regulations.”

On March 3, 2025, the District issued a Notice to Cure to APS for its failure to maintain mandated IEP timeline records and accurate service provision records in Welligent. (*See* Exhibit 3, NTC March 3, 2025). On April 4, 2025, APS requested an extension to complete entry of service minutes into Welligent. On May 9, 2025, the District provided APS with a follow-up letter requesting a timeline as to when it planned to update all Welligent records in accordance with applicable legal mandates. APS did not respond by the deadline of May 23, 2025, and has not submitted the requested information to the District, as of writing of this report. District’s recent review of Welligent service tracking reports indicates that Charter School has not fully and completely updated its service tracking records, and as a result, the CSD is unable to verify whether Special Education services have been delivered to students in accordance to their IEPs.

Charter schools are required to adhere to all provisions of federal and state law related to students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). Specifically, the IDEA sets forth an affirmative duty to provide an appropriate education to students with disabilities. Thus, charter schools must ensure students with disabilities are afforded a free appropriate public education (FAPE)⁹, and as such, are expected to know their responsibilities under the law for special education students and how the school would provide or access special education programs and services. Consistent with applicable authorities and requirements, Charter School is/was expected to develop and implement systems to meet

⁸ See LAUSD policy, pgs. 63-64.

⁹ LEAs must comply both procedurally and substantively with the IDEA. (*N.B. v. Hellgate Elementary School Dist., ex rel. Bd. Of Directors, Missoula County, Mont.* (2008) 541 F.3d 1202, 1208 [“procedural inadequacies that result in the loss of educational opportunity...or that caused a deprivation of educational benefits, clearly result in the denial of a FAPE”].)

the legal requirements of all IEPs, which includes monitoring the provision of all services by monitoring data using Welligent reports.¹⁰ To date, as shown below, Charter School has failed to develop and implement a system to ensure IEP compliance and maintain accurate and complete service provision records in Welligent.

On July 23, 2025, the District issued the NOAV to Charter School which identified continuing violations and concerns brought on by failed APS governance, specifically its failure to document the provision of special education services through Welligent. Among other things, the NOAV provided the facts and grounds to establish that Charter School continues to not address and fully resolve the Notice to Cure that was issued by the District on March 3, 2025. The NOAV requested that Charter School provide a plan to explain how it intended to update Welligent to accurately document the provision of special education service provided in the 2024-2025 academic year, and the steps Charter School would take to ensure that the provision of special education services, including IEP meetings and Welligent documentation, are performed within all required timelines.

In response to the NOAV, as noted above, Charter School submitted a plan to the District (that was adopted by Charter Schools' Governing Board in March 2025) purportedly intended to address how Charter School planned to maintain accurate and legally compliant assessment and IEP data collection in Welligent. However, based on the District's review of Welligent records in July 2025, Charter School failed (again) to enter the required data into Welligent, and as a result of such failure, the District was/is unable to verify whether Charter School was/is meeting its obligations to provide special education services to its Students with Disabilities. Thus, the historic and ongoing concerns in this area, and Charter School's actions or inactions may be resulting in the loss of educational opportunity for Students with Disabilities and/or depriving them of educational benefits; and the fact that over the last three years the Student with Disabilities student group has performed lower than the state on the California School Dashboard in both ELA and Math,¹¹ further provides evidence of APS's material implementation failure and significant deviations from an appropriate educational program.

Additionally, in January 2025, Charter School received a Notice of Noncompliance from the LAC Charter SELPA for failure to cure a prior notice, failure to notify the SELPA of owing compensatory time or a plan to make up services, and failure to register and attend required SELPA professional development trainings. As part of ongoing follow-up regarding the Notice of Noncompliance, CSD staff recently (September 9, 2025) reached out to LAC Charter SELPA to inquire about the status. At that time, LAC Charter SELPA staff confirmed that although Charter School has made some progress in some areas, the following salient issues remain:

¹⁰ See LAUSD Policy, pg. 68.

¹¹ <https://www.caschooldashboard.org/reports/19647330127936/2024>

- Two of the three student cases remain unresolved, and IEP meetings are still required for those students.
-
- Review of IEP dates and student records, identified discrepancies in the data maintained by Charter School, whereby incorrect IEP dates had been entered, which in turn affected compliance.
- Record keeping in SEIS is not up to date. SEIS Service Tracking data on September 9, 2025, indicated that Charter School entered services for only nine of twenty-nine students into SEIS.

2. Charter School Leadership Turnover has Disrupted the Delivery of its the Educational Program.

Charter School’s retention of faculty (such as school leadership and staff) has risen to the level of disrupting the delivery of its educational program. There has been inconsistency and frequent transition in the school’s leadership (specifically in the “Superintendent of Instruction” position). The leadership turnover included the following:

Superintendent

- 2023-2024: Superintendent of Instruction (employee A) (left position in October 2023)
- Fall 2023-June 2024: Interim Superintendent (employee B) (for the remainder of the school year)
- July 2024 to Present: Superintendent of Instruction (employee A) returned to position, after serving as Special Education Quality Reviewer and Developer from December 2023

Special Education Department

- Fall 2023: Special Education Resource Specialist Lead (employee C) left position.
- December 2023- June 2024: Superintendent of Instruction (employee A) returns as Special Education Quality Reviewer and Developer.
- August 2024 to Present: Special Education Resource Specialist Lead (employee C) returns to position.

Head of Schools

- 2018-2019: Head of School One (in position for one year)
- 2019-2024: Head of School Two (in position for five years)
- 2024-2025: Head of School Three (in position for nine months)

- 2025-Present: Interim Head of School (in position since April 2025 to present)

In addition to the above, recent key leadership changes have included the following:

Chief Executive Officer

- 2025-2026: As of September 2025, Chief Executive Officer was suspended during the first 90 days of school while Charter Renewal is in process.

Board of Directors

- 2025-2026: New Board Chair as of September 2025

The above noted concerns with staff turnover and instability underscores Charter School’s failure to pursue pupil outcomes identified in the charter, and has significantly impacted student learning and outcomes, as articulated further in these findings below and represents substantial concerns in Charter School’s capacity to successfully implement the instructional program.

B. Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code § 47605(c)(2).) (Criterion 1)

In evaluating whether a petitioner is demonstrably unlikely to successfully implement¹² the program set forth in the renewal petition, the LAUSD Board assesses a variety of factors.¹³ Based on the grounds and analyses set forth below, the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, § 47605(c)(2).)

1. Annual Performance-Based Oversight Over the Course of the Charter Term, Highlights Concerns with Charter School’s Capacity to Implement the Program.

a. Failure to Meet Academic Benchmarks During the Charter Term Raises Concerns about Charter School’s Capacity for Implementation

Charter School’s capacity for implementation is assessed through the past performance including any applicable benchmarks that have been established.¹⁴ Thus, Charter School’s unmet benchmarks shown below raises concerns about Charter School’s capacity for implementation. Charter School has three (3) benchmarks related to

¹² The policy for "demonstrably unlikely to successfully implement the program" includes factors and guidance promulgated by the State Board of Education. See Title 5 California Code of Regulations, section 11967.5.1.

¹³ See LAUSD policy, pgs. 12-13.

¹⁴ See LAUSD policy, pg. 29.

academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term. (See Exhibit 4, RSM CAASPP data).

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

Benchmark 1: *Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for “English Learner” in ELA and Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.*

| Term Years | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|--|---|--|---|---|--|
| Benchmark 1 Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for “English Learner” in ELA and Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher. | | | | | | | |
| “Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for “English Learner” in ELA and Math” | No ELA (ELs) remained at Red Math (ELs) remained at Red | No ELA (ELs) remained at Red Math (ELs) remained at Red | Unable to assess due to suspension of 2020 CA Dashboard | Unable to assess due to no data available on 2021 CA Dashboard | Unable to assess due to no data on 2021 CA Dashboard Note: ELA (ELs) cell bar at Very Low Math (ELs) cell bar at Very Low | Yes ELA (ELs) moved from cell bar Very Low to Orange Math (ELs) moved from cell bar Very Low to Orange | No ELA (ELs) remained at Orange Math (ELs) remained at Orange |
| “at a rate equal or greater than the Resident and Similar Schools” (Based on Office of Data and Accountability) | Yes ELA Charter ELs = 4.5% RSM ELs = 1.0% Yes Math Charter ELs = 4.5% RSM ELs = 0.8% | Yes ELA Charter ELs = 3.1% RSM ELs = 1.5% No Math Charter ELs = 1.0% RSM ELs = 2.2% | Unable to assess due to suspension of CAASPP | Unable to assess due to suspension of CAASPP | Yes ELA Charter ELs = 2.4% RSM ELs = 1.1% No Math Charter ELs = 0.0% RSM ELs = 0.3% | Yes ELA Charter ELs = 7.2% RSM ELs = 0.0% No Math Charter ELs = 0.0% RSM ELs = 0.3% | Yes ELA Charter ELs = 3.6% RSM ELs = 1.4% No Math Charter ELs = 1.2% RSM ELs = 0.9% |

| Term Years | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|--------------------------------------|----------------|----------------|------------------|------------------|----------------|----------------|----------------|
| Outcome for Overall Benchmark | Not Met | Not Met | No Update | No Update | Not Met | Not Met | Not Met |

Benchmark 1 was not met for five years, and no update for two years due to the lack of available data.

Benchmark 2: *Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for “Students with Disabilities” in ELA and Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.*

| Term Years | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|--|--|--|---|--|--|---|---|
| Benchmark 2 Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for “Students with Disabilities” in ELA and Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher. | | | | | | | |
| “Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for “Students with Disabilities” in ELA and Math” | Unable to assess due to no performance color for SWD on the CA Dashboard | Unable to assess due to no performance color for SWD on the CA Dashboard | Unable to assess due to suspension of 2020 CA Dashboard | Unable to assess due to no data available on 2021 CA Dashboard | Unable to assess due to no data on 2021 CA Dashboard Note: ELA (SWD) cell bar at Very Low Math (SWD) cell bar at Very Low | Yes ELA (SWD) moved from cell bar at Very Low to Orange Math (SWD) moved from cell bar Very Low to Orange | No ELA (SWD) remained at Orange Math (SWD) declined to Red |
| “at a rate equal or greater than the Resident and Similar Schools” (Based on Office of Data and Accountability) | Yes ELA Charter SWD= 11.5% RSM SWD= 3.1% Yes Math Charter SWD= 7.7% RSM SWD= 2.4% | No ELA Charter SWD= 3.6% RSM SWD= 4.7% Yes Math Charter SWD= 3.6% RSM SWD= 3.1% | Unable to assess due to suspension of CAASPP | Unable to assess due to suspension of CAASPP | No ELA Charter SWD= 0.0% RSM SWD= 4.0% No Math Charter SWD= 0.0% RSM SWD= 2.3% | No ELA Charter SWD= 0.0% RSM SWD= 5.7% No Math Charter SWD= 0.0% RSM SWD= 2.5% | No ELA Charter SWD= 3.3% RSM SWD= 5.5% No Math Charter SWD= 0.0% RSM SWD= 4.4% |
| Outcome for Overall Benchmark | Met | Not Met | No Update | No Update | Not Met | Not Met | Not Met |

Benchmark 2 was met in one year and was not met for four years. There was no update in 2020-2021 and 2021-2022 due to the lack of available data.

Benchmark 3: *Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, in Mathematics, school wide academic performance as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.*

| Term Years | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|--|--|---|---|--|---|---|---|
| Benchmark 3 Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, in Mathematics, school wide academic performance as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher. | | | | | | | |
| “Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, in Mathematics, school wide academic performance” | Yes Math (All Students) grew from Red to Orange | No Math (All Students) declined from Orange to Red | Unable to assess due to suspension of 2020 CA Dashboard | Unable to assess due to no data available on 2021 CA Dashboard | Unable to assess due to no data on 2021 CA Dashboard. Note: Math (All Students) cell bar at Very Low | Yes Math (All Students) moved from cell bar Very Low to Orange | No Math (All Students) remained at Orange |
| “at a rate equal or greater than the Resident and Similar Schools” (Based on Office of Data and Accountability) | No Math Charter (All Students) = 14.2% RSM = 18.6% | No Math Charter (All Students) = 9.3% RSM = 21.2% | Unable to assess due to suspension of CAASPP | Unable to assess due to suspension of CAASPP | No Math Charter (All Students) = 6.3% RSM = 16.0% | No Math Charter (All Students) = 5.9% RSM = 18.2% | No Math Charter (All Students) = 7.8% RSM = 20.2% |
| Outcome for Overall Benchmark | Not Met | Not Met | No Update | No Update | Not Met | Not Met | Not Met |

Benchmark 3 was not met for five years, and there was no update for two years due to the lack of available data.

b. Annual Performance-Based Oversight Demonstrates Inadequate Performance

Pursuant to the District’s statutory oversight obligations, the District assesses a charter school’s performance across four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Each area is rated using a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*, based on the evidence collected during the annual performance oversight visits.

As reflected below, Charter School’s Governance rating declined from 3 (*Proficient*) in 2023-2024 to 1 (*Unsatisfactory*) in 2024-2025. Charter School received the

Unsatisfactory rating in Governance due to unresolved concerns related to nonuse of Welligent, the lack of timely response to authorizer, and an unresolved Notice to Cure. Academic ratings have been consistently low with multiple years at 1 (*Unsatisfactory*) and 2 (*Developing*), with Charter School never reaching a strong level of academic performance. The low scores represent various factors, such as Low performing designation by the California Department of Education, the average of academic indicators (Charter School was lower than the state average for ELA and Math for All Students and for the majority of numerically significant student groups for the last three years). Additionally, Charter School’s Chronic Absenteeism rate was higher than the state average for all years of the charter term.

Charter School’s oversight record, especially in the area of academics, represents a historical pattern of inadequate student academic performance.

OVERSIGHT REPORT RATINGS FOR THE TERM

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Governance | 2 | 3 | 3 | 3 | 3 | 3 | 1 |
| Student Achievement and Educational Performance | 3 | 1 | 1 | No Rating | 2 | 2 | 2 |

c. History of the District’s Tiered Intervention with Charter School

Throughout the charter term, the District has engaged in multiple tiered intervention, such as issuing various compliance notices to Charter School including the NOAV, pursuant to applicable legal and District policy requirements. The noncompliance notices issued to Charter School were to address numerous areas of concern regarding its governance practices, fiscal issues, and operations as noted below. This record raises concerns.

- Communications to Charter School regarding areas of noncompliance:
 - 01/28/20, Notice to Cure (NTC) re: Four Audit Findings
 - 03/01/21, NTC re: Recurring Deficiencies in Cited in the Independent Auditor’s Report
 - 09/30/21, NOC re: Incomplete LCAP
 - 02/25/22, NTC re: Expired Temporary Certificate of Occupancy
 - 10/23/24, NTC re: California Statewide Assignment Accountability System (CALSAAS) Noncompliance in Responding to Undetermined Items within State’s Deadline.
 - 05/28/25, NOC re: Weak and Deteriorating Fiscal Condition

- Communications to Charter School regarding areas of ongoing noncompliance Charter School has yet to fully cure and/or address:
 - 09/29/21, Notice of Concern (NOC), Required Use of Welligent (temporarily addressed)

- 03/03/25, NTC re: Mandated Record Keeping in Welligent
- 07/23/25, Notice of Alleged Violations (NOAV) re: Inaccurate Compliance Information Regarding Special Education (e.g., services, service tracking and use of Welligent)

The District has concerns regarding the demonstrated lack of capacity and accountability demonstrated by the Charter School Board and administration in ensuring compliance with all applicable authorities and requirements. For instance, APS has failed to monitor and adhere to such requirements over the course of this charter term as evidenced by the multiple notices issued by the District, addressing major compliance areas, including but not limited to, special education data compliance. In all, these facts amount to significant errors in judgment on the part of the Charter School Board and raise concerns about said members’ effectiveness in governing a sound, legally compliant public school.

d. Low Academic Performance on the California School Dashboard as Compared to the State

Charter School’s Distance from Standard (DFS) on the California School Dashboard has been lower than the state in both English Language Arts and Math for every reportable year of the charter term. (See Exhibit 5, DFS Data Set).

As indicated in the tables below, Charter School’s data demonstrates that the instructional program, as implemented, has failed to yield the level of academic outcomes expected for pupils.

| ELA California School Dashboard | | | |
|--|----------------------|------------------|---------------------------------|
| Year | PREPA TEC DFS | State DFS | School Compared to State |
| 2018-2019 | -65.9 | -2.5 | Lower |
| 2019-2020 ¹⁵ | Not Available | Not Available | Not Available |
| 2020-2021 ¹⁶ | Not Available | Not Available | Not Available |
| 2021-2022 | -87.0 | -12.2 | Lower |
| 2022-2023 | -61.3 | -13.6 | Lower |
| 2023-2024 | -58.7 | -13.2 | Lower |

| Math California School Dashboard | | | |
|---|----------------------|------------------|---------------------------------|
| Year | PREPA TEC DFS | State DFS | School Compared to State |
| 2018-2019 | -121.9 | -33.5 | Lower |
| 2019-2020 ¹⁷ | Not Available | Not Available | Not Available |
| 2020-2021 ¹⁸ | Not Available | Not Available | Not Available |
| 2021-2022 | -138.0 | -51.7 | Lower |
| 2022-2023 | -134.9 | -49.1 | Lower |
| 2023-2024 | -131.7 | -47.6 | Lower |

¹⁵ No assessment data was available due to the statewide suspension of standardized testing during the COVID-19 pandemic.

¹⁶ (See Id.)

¹⁷ (See Id.)

¹⁸ (See Id.)

Taken together, the above (subparagraphs (a)-(d)) demonstrates a sustained pattern of educational deficiencies, compliance gaps, and operational weaknesses despite ongoing technical support and opportunities to remedy deficiencies. These findings support the conclusion that Charter School has not consistently demonstrated the educational, organizational and governance capacity to successfully fully implement its program.

IV. RECOMMENDATION

Based on the foregoing, District staff recommends that the LAUSD Board deny Charter School's Renewal Petition. The recommendation for denial is based on findings that Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition due to substantial governance factors; and the Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Renewal Petition

In order to deny the Renewal Petition on the grounds set forth above, the LAUSD Board must make written findings setting forth specific facts to support the denial of the renewal petition. (Ed. Code, § 47605(c); and Ed. Code, § 47607(e).) Should the LAUSD Board decide to deny renewal of the Charter School's charter, District staff recommends that the Board adopt these *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC- Los Angeles* 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/1OWLRGSrHGYaxxoQwivxRj4I3n1toP1Jp?usp=sharing>