



Board of Education Report

File #: Rep-142-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 11/17/2025

Approval of the Renewal Petition for STEM Preparatory Elementary [PUBLIC HEARING] Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for STEM Preparatory Elementary) Recommends approval of the renewal petition for STEM Preparatory Elementary, a Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 370 students in grades TK-5 in each year of the charter term.

Action Proposed:

Approve the renewal petition for STEM Preparatory Elementary (“Charter School”), a Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 370 students in grades TK-5 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 450 students to 370 students to align with the school’s enrollment trends. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report. Please see related Board Report No. 143-25/26.

Background:

STEM Preparatory Elementary is a TK-5 school currently serving 316 students on a private facility at 1374 W. 35th Street, Los Angeles, CA, 90007 in Board District 1 and Region South. STEM Preparatory Elementary was originally approved by the LAUSD Board of Education on November 7, 2017. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for STEM Preparatory Elementary expires June 30, 2026.

On August 21, 2025, STEM Preparatory Elementary 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 met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:

Current STEM Preparatory Elementary 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).)

Expected Outcomes:

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

Board Options and Consequences:

“Yes” - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

“No” - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school.

The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 142-25/26, 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.

Policy Implications:

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

Budget Impact:

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

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

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

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

Student Impact:

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

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 - STEM Preparatory Elementary Data Set
- Attachment C - STEM Preparatory Elementary RSM Data
- Attachment D - Desegregation Impact Statement

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/1aZJM7JIW0V6HGk7xK7rJVtv1aeBAjME5?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.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 142-25/26
 November 17, 2025

School Name:	STEM Preparatory Elementary			BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2025
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	STEM Preparatory Schools, Inc.			
Location Code:	2451			
Type of Site(s):	Private			
Site Address(es):	1374 W. 35th Street, Los Angeles, CA 90007			
Board District(s):	1	Region(s):	South	
Grade Levels Served:	TK-5	Current Enrollment:	316	
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	450 (see proposed change in “Action Proposed” below)	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE’S 2025 CLASSIFICATION)	Middle Performing			
STAFF RECOMMENDATION:	Approval for a five (5)-year term (2026-2031)			
PROPOSED BENCHMARKS:	None			

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for STEM Preparatory Elementary (“Charter School”), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 370 students in grades TK-5 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 450 students to 370 students to align with the school’s enrollment trends. Please see STEM Preparatory Elementary’s concurrent Material Revision (BR 143-25/26) requesting to add an additional site.

Additionally, please see STEM Preparatory Elementary’s concurrent material revision (BR 143-25/26) requesting to add an additional site.

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

- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	STEM Preparatory Elementary
Initial Authorization:	On November 7, 2017, STEM Preparatory Elementary was authorized by the LAUSD Board of Education to serve 450 students in grades TK-5.
Most Recent Renewal	This is the charter school's first consideration for renewal. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for STEM Preparatory Elementary expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	STEM Preparatory Elementary 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:	STEM Preparatory Elementary submitted a request for a material revision for its current charter on August 21, 2025, to add a site within a 3-mile radius. Please see related Board Report No. 143-25/26.
Master Plan for English Learners and Standard English Learners:	STEM Preparatory Elementary implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	STEM Preparatory Elementary participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

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

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a) Summary

STEM Preparatory Elementary 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 higher than the state in Math and on the English Language Progress Indicator (ELPI), and lower than the state in ELA. Although the charter school provided three years of verified data for All Students and for all three of its numerically significant student groups, there are noted concerns with participation rates. Further analysis in ELA demonstrated higher outcomes for the charter school when compared to Resident Schools.

Please see the attached STEM Preparatory Elementary 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.

STEM Preparatory Elementary Dashboard Indicators

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

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

c) English Language Arts Indicator

In 2022 and 2023 in English Language Arts (ELA), the charter school’s Distance from Standard (DFS) was lower than the state for All Students, and lower than the state for three of four numerically significant student groups. In 2024 in ELA, the charter school’s DFS was lower than the state for All Students, and lower than the state for all three numerically significant student groups.

To increase student outcomes in ELA, charter school leaders report providing ongoing professional development through small group teacher workshops and weekly student sessions focused on ELA skills. Mid-year Interim Comprehensive Assessment (ICA) testing is used for practice, confidence-building, and data-driven error analysis to guide instruction. Targeted

interventions include literacy supports for struggling readers, and the implementation of advisory blocks to provide personalized instruction.

STEM Preparatory Elementary - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-43.8	Low	-12.2	Lower
Black or African American	Met	Low	-61.5	Low	-57.7	Lower
Latino	Met	Low	-39.2	Low	-38.6	Lower
English Learner	Met	Low	-54.2	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-49.2	Low	-41.4	Lower

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

STEM Preparatory Elementary - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-51.2	-7.4	Orange	-13.6	Lower
Black or African American	Met	Orange	-58.6	2.9	Orange	-59.6	Higher
Latino	Met	Orange	-48.3	-9.1	Orange	-40.2	Lower
English Learner	Met	Red	-87.0	-32.9	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-57.7	-8.5	Orange	-42.6	Lower

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

STEM Preparatory Elementary - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-46.6	4.6	Orange	-13.2	Lower
Latino	Met	Yellow	-42.7	5.6	Orange	-39.3	Lower
English Learner	Met	Yellow	-68.4	18.7	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Yellow	-54.3	3.4	Orange	-40.9	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, but higher than the state for all numerically significant student groups.

STEM Preparatory Elementary - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-75.4	Low	-51.7	Lower
Black or African American	Met	Very Low	-101.2	Very Low	-106.9	Higher
Latino	Met	Low	-68.7	Low	-83.4	Higher
English Learner	Met	Low	-77.3	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-80.5	Low	-84.0	Higher

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

STEM Preparatory Elementary - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-60.9	14.5	Orange	-49.1	Lower
Black or African American	Met	Yellow	-79.4	21.9	Red	-104.5	Higher
Latino	Met	Yellow	-56.3	12.5	Orange	-80.8	Higher
English Learner	Met	Orange	-87.0	-9.7	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-67.3	13.2	Yellow	-80.8	Higher

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

STEM Preparatory Elementary - 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	-65.6	-4.7	Orange	-47.6	Lower
Latino	Met	Orange	-58.9	-2.6	Orange	-79.2	Higher
English Learner	Met	Yellow	-78.1	8.9	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-71.6	-4.4	Orange	-78.2	Higher

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

e) English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state's rate. In 2023 and 2024 on the ELPI, the charter school's English Learner Progress Rate was higher than the state's rates.

STEM Preparatory Elementary - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Low	44.1%	Medium	50.3%	Lower

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

STEM Preparatory Elementary - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	62.5%	18.4%	Yellow	48.7%	Higher

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

STEM Preparatory Elementary - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	53.7%	-8.8%	Orange	45.7%	Higher

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

f) College/Career Indicator

Not applicable

g) Chronic Absenteeism Indicator

In 2022, 2023, and 2024, the charter school’s rate of chronic absenteeism was higher than the state for All Students and for all five numerically significant student groups.

h) Graduation Indicator [HS only]

Not applicable

i) Suspension Rate Indicator

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

j) Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as “Met” in 2023 and 2024.

k) Additional Information

Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

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

b. Student Achievement and Educational Performance

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

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 audit findings reported in the 2023-2024 independent audit report. 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).)

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

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of “growth events¹” on the reports. In 2024-2025 Charter School had a norm enrollment of 301 students, and the NWEA Reading report indicates that the school had 268 growth events; and the and the NWEA Math report had 275 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

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

ELA Reading

Charter School provided data for 2022-2023, 2023-2024, and 2024-2025 (Fall to Spring administration) for Grades Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, and Grade 5, and for the following student groups²: Latino, African American, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities.

¹ Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

² Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities will be labeled as “Special Education” on the NWEA report).

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Kindergarten student groups (Latino, English Learner, and Socioeconomically Disadvantaged), Grade 1 student groups (Latino and Socioeconomically Disadvantaged), Grade 2 student groups (Latino, African American, and Socioeconomically Disadvantaged), Grade 3 student groups (Latino and Socioeconomically Disadvantaged), and Grade 5 student group (Latino) met one year's progress.

MAP Growth Reading 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year's Progress
Kindergarten	48	-0.2 to 0.2	0.78	Met
Latino	38	-0.2 to 0.2	0.96	Met
African American	*	-0.2 to 0.2	*	*
English Learner	17	-0.2 to 0.2	0.81	Met
Socioeconomically Disadvantaged	46	-0.2 to 0.2	0.82	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 1	33	-0.2 to 0.2	1.80	Met
Latino	25	-0.2 to 0.2	1.46	Met
African American	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	28	-0.2 to 0.2	1.89	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 2	48	-0.2 to 0.2	0.65	Met
Latino	35	-0.2 to 0.2	0.95	Met
African American	12	-0.2 to 0.2	0.14	Met
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	40	-0.2 to 0.2	0.76	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 3	45	-0.2 to 0.2	1.11	Met
Latino	34	-0.2 to 0.2	1.37	Met
African American	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	39	-0.2 to 0.2	1.23	Met
Students with Disabilities	*	-0.2 to 0.2	*	*

MAP Growth Reading 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year's Progress
Grade 4	49	-0.2 to 0.2	-0.65	Not Met
Latino	44	-0.2 to 0.2	-0.55	Not Met
African American	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	44	-0.2 to 0.2	-0.68	Not Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 5	45	-0.2 to 0.2	-0.23	Not Met
Latino	36	-0.2 to 0.2	0.02	Met
African American	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	43	-0.2 to 0.2	-0.30	Not Met
Students with Disabilities	*	-0.2 to 0.2	*	*

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

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school years. Based on NWEA's CGI range of -0.2 to 0.2, in 2023-2024, Charter School met the one year's progress for the majority of the grade levels and the majority of the school's student groups. In 2022-2023, Charter School did not meet the one-year progress for the majority of grade levels and for the majority of student groups.

MATH

Charter School provided data for Math from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* for 2022-2023, 2023-2024, and 2024-2025 (Fall to Spring administration) for Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, and Grade 5, and for the following student groups³: Latino, African American, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities.

The 2024-2025 disaggregated data outcomes are represented in the table below, showing overall, Kindergarten student groups (Latino, English Learner, and Socioeconomically Disadvantaged), Grade 1 student groups (Latino and Socioeconomically Disadvantaged), Grade 2 student groups (Latino, African American, and Socioeconomically Disadvantaged), Grade 3 student groups (Latino and Socioeconomically Disadvantaged), Grade 4 student groups (Latino and Socioeconomically Disadvantaged), and Grade 5 student groups (Latino and Socioeconomically Disadvantaged) Met one year's progress.

³ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

MAP Growth Math 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Math: Conditional Growth Index (CGI)	One Year's Progress
Kindergarten	49	-0.2 to 0.2	1.80	Met
Latino	39	-0.2 to 0.2	1.82	Met
African American	*	-0.2 to 0.2	*	*
English Learner	18	-0.2 to 0.2	1.52	Met
Socioeconomically Disadvantaged	47	-0.2 to 0.2	1.92	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 1	35	-0.2 to 0.2	2.18	Met
Latino	26	-0.2 to 0.2	2.61	Met
African American	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	30	-0.2 to 0.2	1.95	Met
Students with Disabilities	*	-0.2 to 0.2		*
Grade 2	48	-0.2 to 0.2	1.22	Met
Latino	35	-0.2 to 0.2	1.00	Met
African American	12	-0.2 to 0.2	1.70	Met
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	40	-0.2 to 0.2	1.41	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 3	49	-0.2 to 0.2	0.27	Met
Latino	38	-0.2 to 0.2	0.35	Met
African American	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	42	-0.2 to 0.2	0.24	Met
Students with Disabilities	*	-0.2 to 0.2	*	*

MAP Growth Math 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Math: Conditional Growth Index (CGI)	One Year's Progress
Grade 4	50	-0.2 to 0.2	0.32	Met
Latino	45	-0.2 to 0.2	0.41	Met
African American	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	45	-0.2 to 0.2	0.25	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 5	44	-0.2 to 0.2	0.44	Met
Latino	35	-0.2 to 0.2	0.46	Met
African American	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	42	-0.2 to 0.2	0.46	Met
Students with Disabilities	*	-0.2 to 0.2	*	*

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

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, in 2023-2024, Charter School did not meet the one year's progress for the majority of grade levels and for the majority of student groups. In 2022-2023, Charter School did not meet the one-year progress for all grade levels and for the majority of student groups.

Based on the review and consideration of three years of verified data, which includes grade levels Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, and Grade 5, and student group reports (Latino, African American, English Learner, Socioeconomically Disadvantaged, Students with Disabilities) in Reading and Math, STEM Preparatory Elementary does not appear to have met the 95 percent participation rate based on norm enrollment compared to growth events.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering the participation rate issues noted above for Charter School's submitted verified data, staff determined that the school's performance in ELA requires further review.

Based on the charter school's performance on California School Dashboard in ELA and the submitted verified data by the charter school, Staff conducted a further analysis of ELA in comparison to the Resident Schools Median (RSM).⁴ As indicated in the tables below, when comparing the school to the

⁴ Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle Performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

RSM, STEM Preparatory Elementary’s data indicates that its student performance on the California School Dashboard in 2022 and 2023 was higher than the RSM for All Students and for all numerically significant student groups in ELA. In 2024, its student performance was higher than the RSM for All Students and for the majority of numerically significant student groups in ELA.

Resident Schools Analysis

Academic Performance Medians- English Language Arts

STEM Preparatory Elementary 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	156	Low	-43.8	2,573	Very Low	-70.1	Higher
Black or African American	32	Low	-61.5	343	Very Low	-92.8	Higher
Latino	124	Low	-39.2	2,127	Low	-61.3	Higher
English Learner	52	Low	-54.2	1,000	Very Low	-82.5	Higher
Socioeconomically Disadvantaged	139	Low	-49.2	2,464	Low	-69.7	Higher

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

STEM Preparatory Elementary 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	158	Orange	-51.2	2,567	Orange	-62.2	Higher
Black or African American	34	Orange	-58.6	300	Orange	-85.3	Higher
Latino	115	Orange	-48.3	2,130	Orange	-53.0	Higher
English Learner	42	Red	-87.0	977	Orange	-87.6	Higher
Socioeconomically Disadvantaged	148	Orange	-57.7	2,195	Orange	-62.2	Higher

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

STEM Preparatory Elementary 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	152	Yellow	-46.6	2,426	Yellow	-50.4	Higher
Latino	124	Yellow	-42.7	2,017	Yellow	-48.0	Higher
English Learner	46	Yellow	-68.4	1,010	Orange	-70.3	Higher
Socioeconomically Disadvantaged	141	Yellow	-54.3	2,162	Orange	-52.9	Lower

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

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

STEM Preparatory Elementary’s fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	\$2,161,475	\$2,876,123	\$2,891,616	\$2,941,965	\$2,975,868
Net Income/Loss	\$1,107,039	\$711,648	\$15,493	\$50,349	\$33,903
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment ^A	309	337	327	323	301

^A STEM Preparatory Elementary reported 316 Norm Enrollment for Fiscal Year 2025-2026. STEM Preparatory Elementary proposes to decrease its enrollment capacity to 370 for its renewal charter term. See Section I. **ACTION PROPOSED** above. The CSD will continue to monitor Charter School’s student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report

Audit Opinion: Unmodified/Unqualified

Material Weaknesses: Yes. See the description below.

Deficiencies/Findings: Yes. See the description below.

Lack of a Going Concern: None Reported

STEM Preparatory Schools, Inc.'s 2023-2024 independent audit report identified audit findings related to: 1) a material weakness in internal controls related to financing transactions; and 2) a significant deficiency in the compliance of non-classroom based instruction, which pertained specifically to STEM Preparatory Elementary. STEM Preparatory Schools, Inc. has implemented corrective actions with specific steps to address these audit findings. The CSD will continue to monitor these issues through its oversight process, including a review of STEM Preparatory Schools, Inc.'s 2024-2025 independent audit report to evaluate the implementation of corrective actions.

c. Other Significant Fiscal Information

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

STEM Preparatory Schools, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 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)
3	3	\$16,361,562	\$733,231	\$249,734	(\$20,052) *

*Per STEM Preparatory Schools, Inc. and its 2023-2024 annual independent audit report, the net loss reported for the charter operator's Home Office in Fiscal Year 2023-2024 resulted primarily from non-cash depreciation expenses.

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

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%	156	-43.8	Low	-12.2	Lower	99%	158	-51.2	-7.4	Declined	Orange	-13.6	Lower	99%	152	-46.6	4.6	Increased	Yellow	-13.2	Lower
African American/Black	100%	32	-61.5	Low	-57.7	Lower	97%	34	-58.6	2.9	Maintained	Orange	-59.6	Higher	96%	24	-75.8	-17.2	Declined Significantly	--	-58.9	--
English Learner	100%	52	-54.2	Low	-61.2	Higher	100%	42	-87.0	-32.9	Declined Significantly	Red	-67.7	Lower	100%	46	-68.4	18.7	Increased Significantly	Yellow	-67.6	Lower
Latino	100%	124	-39.2	Low	-38.6	Lower	100%	115	-48.3	-9.1	Declined	Orange	-40.2	Lower	100%	124	-42.7	5.6	Increased	Yellow	-39.3	Lower
Socioeconomically Disadvantaged	100%	139	-49.2	Low	-41.4	Lower	99%	148	-57.7	-8.5	Declined	Orange	-42.6	Lower	100%	141	-54.3	3.4	Increased	Yellow	-40.9	Lower
Students with Disabilities	100%	20	-122.3	Very Low	-97.3	--	100%	26	-123.3	-1.0	Maintained	--	-96.3	--	97%	28	-86.3	37.0	Increased Significantly	--	-95.6	--

Data Sources: California School Dashboard Research data files.

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

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%	156	-75.4	Low	-51.7	Lower	99%	158	-60.9	14.5	Increased	Yellow	-49.1	Lower	99%	154	-65.6	-4.7	Declined	Orange	-47.6	Lower
African American/Black	100%	32	-101.2	Very Low	-106.9	Higher	97%	34	-79.4	21.9	Increased Significantly	Yellow	-104.5	Higher	96%	24	-103.4	-24.0	Declined Significantly	--	-102.2	--
English Learner	100%	52	-77.3	Low	-92.0	Higher	100%	42	-87.0	-9.7	Declined	Orange	-93.4	Higher	100%	48	-78.1	8.9	Increased	Yellow	-93.4	Higher
Latino	100%	124	-68.7	Low	-83.4	Higher	100%	115	-56.3	12.5	Increased	Yellow	-80.8	Higher	100%	126	-58.9	-2.6	Maintained	Orange	-79.2	Higher
Socioeconomically Disadvantaged	100%	139	-80.5	Low	-84.0	Higher	99%	148	-67.3	13.2	Increased	Yellow	-80.8	Higher	100%	143	-71.6	-4.4	Declined	Orange	-78.2	Higher
Students with Disabilities	100%	20	-116.0	Very Low	-130.8	--	100%	26	-97.5	18.4	Increased Significantly	--	-127.3	--	97%	28	-113.0	-15.5	Declined Significantly	--	-124.3	--

Data Sources: California School Dashboard Research data files.

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

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/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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	59	44.1%	Low	50.3%	Lower	56	62.5%	18.4	Increased Significantly	Blue	48.7%	Higher	54	53.7%	-8.8	Declined	Orange	45.7%	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	44.1%	0%	39.0%	16.9%	47.5%	2.8%	31.4%	18.3%
2023	EL	62.5%	0%	23.2%	14.3%	45.7%	2.3%	32.2%	18.3%
2024	EL	53.7%	0%	29.6%	16.7%	43.2%	1.9%	34.4%	19.1%

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

Summative ELPAC Participation Rate Report									
End Year	Student Group	School				State of California			
		Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2022	EL	79	79	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	71	71	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	73	73	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																			
Student Group	Dashboard 2022					Dashboard 2023						Dashboard 2024							
	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	346	56.9%	Very High	30.0%	Higher	327	45.0%	-12.0	Declined Significantly	Yellow	24.3%	Higher	319	33.9%	-11.1	Declined Significantly	Yellow	18.6%	Higher
African American/Black	61	67.2%	Very High	42.9%	Higher	69	59.4%	-7.8	Declined	Orange	36.4%	Higher	62	50.0%	-9.4	Declined	Orange	31.3%	Higher
English Learner	85	51.8%	Very High	33.6%	Higher	73	30.1%	-21.6	Declined	Orange	26.3%	Higher	80	25.0%	-5.1	Declined	Orange	20.1%	Higher
Latino	275	54.2%	Very High	35.8%	Higher	234	42.3%	-11.9	Declined Significantly	Yellow	28.4%	Higher	244	30.3%	-12.0	Declined Significantly	Yellow	21.7%	Higher
Socioeconomically Disadvantaged	306	58.2%	Very High	37.4%	Higher	304	45.1%	-13.1	Declined Significantly	Yellow	29.9%	Higher	297	34.7%	-10.4	Declined Significantly	Yellow	23.4%	Higher
Students with Disabilities	38	71.1%	Very High	39.6%	Higher	50	52.0%	-19.1	Declined	Orange	33.1%	Higher	53	52.8%	0.8	Increased	Red	26.3%	Higher
White	3	*	*	21.9%	*	16	31.3%	--	--	--	18.5%	--	6	*	*	*	*	13.5%	*

Data Sources: California School Dashboard Research data files.

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

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	354	0.3%	Very Low	3.1%	Lower	347	0.0%	-0.3	Declined	Blue	3.5%	Lower	323	0.0%	0.0	Maintained	Blue	3.2%	Lower
African American/Black	64	1.6%	Medium	7.9%	Lower	74	0.0%	-1.6	Declined	Blue	8.8%	Lower	64	0.0%	0.0	Maintained	Blue	8.4%	Lower
English Learner	85	0.0%	Very Low	3.2%	Lower	78	0.0%	0.0	Maintained	Blue	3.7%	Lower	80	0.0%	0.0	Maintained	Blue	3.4%	Lower
Latino	280	0.0%	Very Low	3.3%	Lower	241	0.0%	0.0	Maintained	Blue	3.8%	Lower	244	0.0%	0.0	Maintained	Blue	3.4%	Lower
Socioeconomically Disadvantaged	312	0.3%	Very Low	4.0%	Lower	317	0.0%	-0.3	Declined	Blue	4.5%	Lower	301	0.0%	0.0	Maintained	Blue	4.0%	Lower
Students with Disabilities	39	2.6%	Medium	5.4%	Lower	52	0.0%	-2.6	Declined	Blue	5.9%	Lower	53	0.0%	0.0	Maintained	Blue	5.4%	Lower
White	3	*	*	2.6%	*	20	0.0%	--	--	--	2.9%	--	6	*	*	*	*	2.6%	*

Data Sources: California School Dashboard Research data files.

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

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	319	529,902	5,837,690	303	516,685	5,806,221
F/R Meal	87.5%	80.6%	61.6%	81.5%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	24.8%	20.1%	18.4%	17.5%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.3%	0.5%	0.5%
Homeless Youth	0.9%	2.1%	3.6%	0.7%	2.7%	4.0%
Socioeconomically Disadvantaged	88.4%	81.3%	62.7%	83.5%	82.4%	63.6%
Students w/ Disabilities	15.4%	14.8%	13.7%	13.9%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	19.4%	7.3%	4.9%	16.2%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.9%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	76.5%	73.8%	56.1%	79.9%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.3%	0.2%	0.4%
White	1.9%	9.8%	20.3%	1.7%	9.7%	20.0%
Two or More Races	0.9%	2.0%	4.6%	2.0%	2.1%	4.8%
Not Reported	0.3%	1.8%	1.1%	0.0%	2.2%	1.2%

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

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

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

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	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	25	26.9%	17,295	7.1%	144,189	7.1%	19	19.4%	15,717	6.7%	136,188	6.8%	10	11.4%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	43	46.2%	60,457	24.7%	505,486	24.8%	50	51.0%	60,574	25.7%	519,651	26.0%	37	42.0%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	5	5.4%	18,850	7.7%	236,319	11.6%	10	10.2%	14,725	6.2%	207,768	10.4%	6	6.8%	13,775	6.2%	178,306	9.3%
EL Total	73	78.5%	114,523	46.8%	1,112,502	54.5%	79	80.6%	106,318	45.0%	1,074,793	53.8%	53	60.2%	95,959	43.3%	1,009,030	52.6%
RFEP	20	21.5%	130,377	53.2%	927,694	45.5%	19	19.4%	129,789	55.0%	924,422	46.2%	35	39.8%	125,465	56.7%	909,298	47.4%
Total Ever EL	93	100.0%	244,900	100.0%	2,040,196	100.0%	98	100.0%	236,107	100.0%	1,999,215	100.0%	88	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>

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

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	319			529,902			303			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	44	100%	13.8%	78,319	100%	14.8%	42	100%	13.9%	80,505	100%	15.6%
High Incidence	28	63.6%	8.8%	52,153	66.6%	9.8%	28	66.7%	9.2%	52,412	65.1%	10.1%
Low Incidence	16	36.4%	5%	26,162	33.4%	4.9%	14	33.3%	4.6%	28,084	34.9%	5.4%
Autism	13	29.5%	4.1%	18,713	23.9%	3.5%	13	31%	4.3%	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	2.3%	0.3%	3,393	4.3%	0.6%	0	0%	0%	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	10	22.7%	3.1%	10,930	14%	2.1%	6	14.3%	2%	11,596	14.4%	2.2%
Orthopedic Impairment	2	4.5%	0.6%	533	0.7%	0.1%	1	2.4%	0.3%	434	0.5%	0.1%
Specific Learning Disability	8	18.2%	2.5%	29,615	37.8%	5.6%	8	19%	2.6%	29,368	36.5%	5.7%
Speech or Language Impairment	10	22.7%	3.1%	11,608	14.8%	2.2%	14	33.3%	4.6%	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).

STEM Preparatory Elementary
Resident Schools Data Set
Academic Performance Medians- English Language Arts

2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator					
School Name	Student Group	Number of Students with Scores	Charter (DFS)	Charter Status Level	Charter to Resident Comparison (DFS)
STEM Preparatory Elementary	All Students	156	-43.8	Low	
Resident Schools	Student Group	Number of Students with Scores	Resident Schools Median (DFS)	Resident Schools Median Status Level	Charter to Resident Comparison (DFS)
Birdielee V. Bright Elementary	All Students	174	-32.0	Low	Lower
Budlong Avenue Elementary	All Students	319	-77.8	Very Low	Higher
Foshay Learning Center	All Students	980	-37.2	Low	Lower
John W. Mack Elementary	All Students	134	-87.3	Very Low	Higher
Lenicia B. Weemes Elementary	All Students	192	-76.4	Very Low	Higher
Martin Luther King Jr. Elementary	All Students	144	-70.1	Very Low	Higher
Normandie Avenue Elementary	All Students	272	-80.6	Very Low	Higher
Sixth Avenue Elementary	All Students	167	-53.0	Low	Higher
Vermont Avenue Elementary	All Students	191	-59.2	Low	Higher
Resident Schools Median	All Students	2,573	-70.1	Very Low	Higher

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison. 2021-2022 did not report Color, Change, or Change Level.

STEM Preparatory Elementary 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	156	Low	-43.8	2,573	Very Low	-70.1	Higher
Black or African American	32	Low	-61.5	343	Very Low	-92.8	Higher
Latino	124	Low	-39.2	2,127	Low	-61.3	Higher
English Learner	52	Low	-54.2	1,000	Very Low	-82.5	Higher
Socioeconomically Disadvantaged	139	Low	-49.2	2,464	Low	-69.7	Higher

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

2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

School Name	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter Change	Charter Change Level	Charter to Resident Comparison (DFS)
STEM Preparatory Elementary	All Students	158	Orange	-51.2	-7.4	Declined	
Resident Schools	Student Group	Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Resident Schools Median Change	Resident Schools Median Change Level	Charter to Resident Comparison (DFS)
Birdielee V. Bright Elementary	All Students	194	Yellow	-19.1	12.9	Increased	Lower
Budlong Avenue Elementary	All Students	314	Red	-76.4	1.3	Maintained	Higher
Foshay Learning Center	All Students	1,012	Orange	-36.9	0.3	Maintained	Lower
John W. Mack Elementary	All Students	121	Red	-92.0	-3.0	Declined	Higher

2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter Change	Charter Change Level	Charter to Resident Comparison (DFS)
Lenicia B. Weemes Elementary	All Students	177	Yellow	-62.2	14.1	Increased	Higher
Martin Luther King Jr. Elementary	All Students	132	Orange	-69.9	0.3	Maintained	Higher
Normandie Avenue Elementary	All Students	269	Orange	-74.3	6.3	Increased	Higher
Sixth Avenue Elementary	All Students	157	Orange	-55.5	-2.6	Maintained	Higher
Vermont Avenue Elementary	All Students	191	Yellow	-42.1	17.1	Increased Significantly	Lower
Resident Schools Median	All Students	2,567	Orange	-62.2	1.3	Maintained	Higher

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

STEM Preparatory Elementary 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	158	Orange	-51.2	2,567	Orange	-62.2	Higher
Black or African American	34	Orange	-58.6	300	Orange	-85.3	Higher
Latino	115	Orange	-48.3	2,130	Orange	-53.0	Higher
English Learner	42	Red	-87.0	977	Orange	-87.6	Higher
Socioeconomically Disadvantaged	148	Orange	-57.7	2,195	Orange	-62.2	Higher

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

2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter Change	Charter Change Level	Charter to Resident Comparison (DFS)
STEM Preparatory Elementary	All Students	152	Yellow	-46.6	4.6	Increased	
Resident Schools	Student Group	Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Resident Schools Median Change	Resident Schools Median Change Level	Charter to Resident Comparison (DFS)
Birdielee V. Bright Elementary	All Students	183	Orange	-21.3	-2.2	Maintained	Lower
Budlong Avenue Elementary	All Students	281	Red	-75.8	0.6	Maintained	Higher
Foshay Learning Center	All Students	947	Yellow	-30.7	6.3	Increased	Lower
John W. Mack Elementary	All Students	125	Orange	-74.8	17.2	Increased Significantly	Higher
Lenicia B. Weemes Elementary	All Students	183	Yellow	-50.4	11.8	Increased	Higher
Martin Luther King Jr. Elementary	All Students	136	Yellow	-62.2	7.7	Increased	Higher
Normandie Avenue Elementary	All Students	246	Yellow	-68.9	5.4	Increased	Higher
Sixth Avenue Elementary	All Students	148	Yellow	-46.7	8.9	Increased	Higher
Vermont Avenue Elementary	All Students	177	Yellow	-18.5	23.6	Increased Significantly	Lower
Resident Schools Median	All Students	2,426	Yellow	-50.4	7.7	Increased	Higher

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

STEM Preparatory Elementary 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	152	Yellow	-46.6	2,426	Yellow	-50.4	Higher
Latino	124	Yellow	-42.7	2,017	Yellow	-48.0	Higher
English Learner	46	Yellow	-68.4	1,010	Orange	-70.3	Higher
Socioeconomically Disadvantaged	141	Yellow	-54.3	2,162	Orange	-52.9	Lower

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



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
STEM PREPARATORY ELEMENTARY
BOARD OF EDUCATION REPORT 142 – 25/26

November 17, 2025

I. Category of Proposed Action:

The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 370 students in grades TK-5 in each year of the charter term.

II. Summary Description of Current District Practice:

Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:

The approval of this charter petition would renew the charter of STEM Preparatory Elementary for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:

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

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

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

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

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

PREPARED BY:

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APPROVED BY:

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