



Board of Education Report

File #: Rep-145-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 11/17/2025

Approval of the Renewal Petition for Valor Academy High [PUBLIC HEARING]

Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for Valor Academy High) Recommends approval of the renewal petition for Valor Academy High, a Start-Up Independent charter school, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 480 students in grades 9-12 in each year of the charter term.

Action Proposed:

Approve the renewal petition for Valor Academy High (“Charter School”), a Start-Up Independent charter school, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 480 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Valor Academy High is a 9-12 high school currently serving 507 students on a private facility at 9356 Lemona Avenue, North Hills, CA, 91343 in Board District 6 and Region North. Valor Academy High was originally approved by the LAUSD Board of Education on March 19, 2013. On December 5, 2017, the charter school was renewed for a five-year term to serve 480 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Valor Academy High expires June 30, 2026.

On August 21, 2025, Valor Academy High 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 Valor Academy High 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. 145-25/26, 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 - Valor Academy High Data Set
Attachment C - 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/16a9gD_qg8Yh5szDhkjI-_T8c3NnpkT2-?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 145-25/26
 November 17, 2025

School Name:	Valor Academy High			BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2025
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Bright Star Schools			
Location Code:	7626			
Type of Site(s):	Private			
Site Address(es):	9356 Lemona Avenue, North Hills, CA 91343			
Board District(s):	6	Region(s):	North	
Grade Levels Served:	9-12	Current Enrollment:	507	
Grade Levels Authorized in Current Charter:	9-12	Approved Enrollment in Current Charter:	480	
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 Valor Academy High (“Charter School”), located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 480 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners 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

	Valor Academy High
Initial Authorization:	On March 19, 2013, Valor Academy High (formerly named Valor Academy Charter High School) was authorized by the LAUSD Board of Education to serve 480 students in grades 9-12.
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 480 students in grades 9-12.</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 Valor Academy High expires June 30, 2026.</p>
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 8, 2020, to amend Bright Star Schools governance structure and the admission requirements, preferences, and procedures for all nine Bright Star Schools.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Valor Academy High 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:	Valor Academy High implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Valor Academy High participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Valor Academy High is operated by Bright Star Schools, a California nonprofit public benefit corporation that also operates eight other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Valor Academy High 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 both ELA and College/Career Indicator (CCI), but lower on Math and on the English Language Progress Indicator (ELPI). The charter school provided four years of verified data, demonstrating one year’s progress for All Students and a majority of numerically significant student groups in ELA and Math. The charter school also provided postsecondary outcome information, which demonstrated mixed results.

Please see the Valor Academy High 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.

Valor Academy High Dashboard Indicators

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

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

c. English Language Arts Indicator

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

Valor Academy High - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-26.2	Low	-12.2	Lower
Latino	Met	Low	-33.4	Low	-38.6	Higher
English Learner	Met	Very Low	-126.2	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-31.4	Low	-41.4	Higher

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

Valor Academy High - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Green	21.5	47.8	Orange	-13.6	Higher
Latino	Met	Green	21.0	54.4	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Green	19.4	50.8	Orange	-42.6	Higher

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

Valor Academy High - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	22.3	0.7	Orange	-13.2	Higher
Latino	Met	Yellow	22.7	1.7	Orange	-39.3	Higher
Socioeconomically Disadvantaged	Met	Yellow	21.2	1.8	Orange	-40.9	Higher

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

d. Math Indicator

In 2022 in Math, the charter school’s DFS was lower than the state for All Students, and lower than the state for three of three numerically significant student groups. In 2023 and 2024 in Math, the charter school’s DFS was lower than the state for All Students, and lower than the state for both student groups.

In order to increase student outcomes in Math, charter school leaders report they have increased the number of Algebra 1 sections to lower the student to teacher ratio, implemented a co-teaching model for Math to improve outcomes for Students with Disabilities, emphasized professional development related to the new curriculum, offered Math lab classes and small group instruction pull out sessions for struggling students, using paraprofessionals to assist English Learner students and Students with Disabilities in Math classes, providing translations of lesson materials for English Learner students, and implementing a peer mentorship system for English Learner students.

Valor Academy High - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Very Low	-117.8	Low	-51.7	Lower
Latino	Met	Very Low	-126.3	Low	-83.4	Lower
English Learner	Met	Very Low	-193.2	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-123.0	Low	-84.0	Lower

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

Valor Academy High - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-93.7	24.2	Orange	-49.1	Lower
Latino	Met	Yellow	-95.1	31.1	Orange	-80.8	Lower
Socioeconomically Disadvantaged	Met	Yellow	-97.0	26.1	Yellow	-80.8	Lower

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

Valor Academy High - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-83.0	10.6	Orange	-47.6	Lower
Latino	Met	Yellow	-83.3	11.8	Orange	-79.2	Lower
Socioeconomically Disadvantaged	Met	Yellow	-84.5	12.4	Orange	-78.2	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 lower than the state. In 2023 on the ELPI, the charter school’s English Learner progress rate was higher 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 was lower than the state’s rates.

Valor Academy High - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Low	35.0%	Medium	50.3%	Lower

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

Valor Academy High - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	56.6%	21.6%	Yellow	48.7%	Higher

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

Valor Academy High - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	40.0%	-16.6%	Orange	45.7%	Lower
Long-term English Learner	Met	Red	44.0%	-17.4%	Orange	45.8%	Lower

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

f. College/Career Indicator

The College/Career Indicator was not reported on the 2022 Dashboard. In 2023, the charter school’s percentage of students prepared was higher than the state for All Students and for both numerically significant student groups. In 2024, the charter school’s percentage of students prepared was higher for All Students and higher than the state for both numerically significant student groups.

Valor Academy High - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	Medium	44.1%	Medium	43.9%	Higher
Latino	Medium	41.3%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	Medium	41.6%	Medium	35.4%	Higher

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

Valor Academy High - College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	Charter Change	State Level	State Prepared	Charter to State Comparison
All Students	Green	52.5%	8.5	Yellow	45.3%	Higher
Latino	Green	53.1%	11.8	Yellow	37.4%	Higher
Socioeconomically Disadvantaged	Green	53.5%	11.9	Yellow	37.4%	Higher

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

g. Chronic Absenteeism Indicator

Not applicable

h. Graduation Indicator [HS only]

In 2022, 2023, and 2024, the charter school's percentage of graduated students was higher than the state for All Students and for all student groups. Valor Academy High students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator

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

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 Valor Academy High outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Developing</i>
2024-2025	<i>Proficient</i>
Concerns	The rating of <i>Developing</i> in 2023-2024 was primarily due to the various significant fiscal management-related issues, including non-adherence to the Bright Star Schools governing board-approved fiscal policies and procedures. Bright Star Schools provided responses and took actions to address these issues. The CSD will continue to monitor these matters through the oversight process.

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 9-12 by Curriculum Associates” (i-Ready) *California Charter Schools Academic Progress Indicator for Grades 9-12* report for 2021-2022, 2022-2023, 2023-2024 and 2024-2025 for All Students and for the following student groups: Latino, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *California Charter Schools Academic Progress Indicator for Grades 9-12* report shows a participation percent, 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 *California Charter Schools Academic Progress Indicator for Grades 9-12* report provided by Charter School reported 485 students with a baseline score in Reading and 486 students were enrolled in i-Ready. The *California Charter Schools Academic Progress Indicator for Grades 9-12* report provided by Charter School reported 100% participation rate for All Students in Reading. 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 *California Charter Schools Academic Progress Indicator for Grades 9-12* report indicated the school rating for ranges of students meeting criteria is Average. Per Curriculum Associates’ Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades 9-12, publisher guidance states, “For the purposes of California’s charter requirements, “Average”, “Effective”, and “Highly Effective” schools can be considered to meet one year’s worth of growth.” Therefore, based Curriculum Associates’ final determination based on Criteria 1¹ and 2² Charter School met criteria 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 four student groups demonstrated one year’s progress based on i-Ready’s school rating for ranges of students meeting criteria in 2024-2025.

i-Ready Diagnostic Growth Reading 2024-2025					
Student Groups	Number of Students with Baseline Scores	Percent Met Growth or Proficiency	i-Ready Range	School Rating	One Year’s Progress
All Students 9-12	485	62%	“Average” “Effective” and “Highly Effective” meet one year’s worth of growth	Average	Met
Latino	456	63%		Average	Met
Socioeconomically Disadvantaged	452	63%		Average	Met
English Learner	49	82%		Effective	Met
Students with Disabilities	91	62%		Average	Met

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

¹ Criterion 1: Growth Goal (Achieving a Sufficient Gain Score on i-Ready Diagnostic)

² Criterion 2: Proficiency Goal (Achieving the Mid-On Grade Level Cut on i-Ready Diagnostic)

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready’s school rating, Charter School met the one year’s progress for All Students and met one year’s progress for three of four student groups in Reading in 2022-2023.

Charter School also submitted verified data using i-Ready for the 2021-2022 school year. Based on i-Ready’s school rating, Charter School met the one year’s progress for All Students and met one year’s progress for all four student groups in Reading in 2021-2022.

MATH

Charter School provided data for Math from “i-Ready 9-12 by Curriculum Associates” (i-Ready) *California Charter Schools Academic Progress Indicator for Grades 9-12* report for 2021-2022, 2022-2023, 2023-2024, and 2024-2025 for All Students and for the following student groups: Latino, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

The *California Charter Schools Academic Progress Indicator for Grades 9-12* report provided by Charter School reported 486 students with a baseline score in Math and 486 students were enrolled in i-Ready. The *California Charter Schools Academic Progress Indicator for Grades 9-12* report provided by Charter School reported 100% participation rate for All Students in Math. 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 *California Charter Schools Academic Progress Indicator for Grades 9-12* report indicated the school rating for ranges of students meeting criteria is Average. Per Curriculum Associates’ Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades 9-12, publisher guidance states, “For the purposes of California’s charter requirements, “Average”, “Effective”, and “Highly Effective” schools can be considered to meet one year’s worth of growth.” Therefore, based Curriculum Associates’ final determination based on Criteria 1³ and 2⁴ Charter School met criteria 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 four student groups demonstrated one year’s progress based on i-Ready’s school rating for ranges of students meeting criteria in 2024-2025.

i-Ready Diagnostic Growth Math 2024-2025					
Student Groups	Number of Students with Baseline Scores	Percent Met Growth or Proficiency	i-Ready Range	School Rating	One Year’s Progress
All Students 9-12	486	63%	“Average” “Effective” and “Highly Effective” meet one year’s worth of growth	Average	Met
Latino	457	64%		Average	Met
Socioeconomically Disadvantaged	452	64%		Average	Met
English Learner	50	68%		Average	Met
Students with Disabilities	91	62%		Average	Met

³ Criterion 1: Growth Goal (Achieving a Sufficient Gain Score on i-Ready Diagnostic)

⁴ Criterion 2: Proficiency Goal (Achieving the Mid-On Grade Level Cut on i-Ready Diagnostic)

Charter School also submitted verified data using i-Ready for the 2023-2024 school year. Based on i-Ready's school rating, Charter School met the one year's progress for All Students and met one year's progress for all four student groups in Math in 2023-2024.

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready's school rating, Charter School met the one year's progress for All Students and met one year's progress for three of four student groups in Math in 2022-2023.

Charter School also submitted verified data using i-Ready for the 2021-2022 school year. Based on i-Ready's school rating, Charter School met the one year's progress for All Students and met one year's progress for all four student groups in Math in 2021-2022.

Based on the review and consideration of verified data, Valor Academy High included four years of data, including schoolwide and student group reports (Latino, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities) for both ELA and Math. In 2021-2022, 2022-2023, 2023-2024, and 2024-2025, Valor Academy High appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

POST-SECONDARY OUTCOMES

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education (SBE) established criteria to define verified data and identified an approved list of valid and reliable assessments and measures of postsecondary outcomes, for the timeframe specified in law. Education Code section 47607.2(c)(2) specifies that strong postsecondary outcomes are defined by, "college enrollment, persistence, and completion rates equal to similar peers." To determine whether a charter school has demonstrated strong postsecondary outcomes, multiple data sources may need to be considered to assess college enrollment, persistence, and completion, as well as to identify similar peers.

Charter School provided the National Student Clearinghouse (NSC) StudentTracker for High Schools Aggregate Report for the most recent year, dated November 21, 2024.⁵ National Student Clearinghouse StudentTracker is an adopted Postsecondary Indicator approved by the SBE to be on the verified data list and includes measures of college enrollment, persistence, and completion.⁶

Charter School also provided the California Department of Education DataQuest College Going Rate for the two most recent years 2020-2021 and 2021-2022. California Department of Education DataQuest College-Going Rate is an adopted Postsecondary Indicator approved by the SBE to be on the verified data list and includes measures of college enrollment.

National Student Clearinghouse (NSC) StudentTracker for High Schools Aggregate Report

Enrollment

For Charter School's class of 2022, 68.0% of students enrolled in college the fall immediately after high school, which is higher than the 2022 (high poverty⁷) national rate of 49.9%, per the 2023 NSC

⁵ Charter School's submitted 2024 NSC StudentTracker report also included enrollment and persistence data for Charter School's class of 2022 and 2020, respectively, which was used to populate data in the "2023 Student Tracker report" column. However, the submitted 2024 NSC StudentTracker report did not include completion data for Charter School's class of 2016.

⁶ A charter school's Student Tracker Report includes multiple years of data which are used to compare the charter school's postsecondary outcomes with applicable national rates published in the National Student Clearinghouse's annual High School Benchmarks report. For example, Charter School's 2024 Student Tracker Report was compared with NSC's 2024 High School Benchmarks report which, "examines first-fall (immediate) college enrollment for the high school graduating class of 2023, persistence for the class of 2021, and completion for the class of 2017."

⁷ High poverty schools are defined by National Student Clearinghouse as a subset of low-income schools, where at least 75 percent of the student population are eligible for free or reduced price lunch.

High School Benchmarks report. For Charter School’s class of 2023, 72.0% of students enrolled in college the fall immediately after high school, which is higher than the 2023 (high poverty) national rate of 50.5%, per the 2024 NSC High School Benchmarks report.

Persistence

For Charter School’s class of 2020, 70.0% of students enrolled in college the first year after high school returned for a second year, which is lower than the 2020 (high poverty) national rate of 72.0%, per the 2023 NSC High School Benchmarks report. For Charter School’s class of 2021, 62.0% of students enrolled in college the first year after high school returned for a second year, which is lower than the 2021 (high poverty) national rate of 76.0%, per the 2024 NSC High School Benchmarks report.

Completion

Completion data for Charter School’s class of 2016 was not available. For Charter School’s class of 2017, 24.0% of graduates⁸ completed a two- or four-year degree within six years, which is lower than the 2017 (high poverty) rate of 25.1%, per the 2024 NSC High School Benchmarks.

Therefore, as described above and seen in the table below, Charter School demonstrated strong postsecondary outcomes relative to similar peers for less than a majority of the measures (college enrollment, persistence, and completion) included in the 2024 NSC High School Benchmarks report.

**Post Secondary Data Table
National Student Clearinghouse (NSC)**

Postsecondary Outcome	2023 NSC High School Benchmarks (High Poverty*)	2023 Student Tracker report Valor Academy High	2024 NSC High School Benchmarks (High Poverty*)	2024 Student Tracker Report Valor Academy High
Enrollment	49.9% (class of 2022)	68.0%	50.5% (class of 2023)	72.0%
Persistence	72.0% (class of 2020)	70.0%	76.0% (class of 2021)	62.0%
Completion	24.9% (class of 2016)	Not available	25.1% (class of 2017)	24.0%

*Per NSC, “high poverty” schools are defined as schools where 75% or more of the student population is eligible for free or reduced-price lunch (FPRL), and “low income” schools have 50% or more students eligible for FRPL.

California Department of Education DataQuest College-Going Rate

Enrollment

For Charter School’s class of 2021, 49.0% of high school completers enrolled in College, which is lower than the enrollment rate of 55.0% for LAUSD, and lower than the enrollment rate of 62.2% for the state of California.

⁸ Per the National Student Clearinghouse’s 2024 High School Benchmarks report, “Students are included in this outcome regardless of whether they have enrolled in postsecondary education or not.”

For Charter School’s class of 2022, 57.0% of high school completers enrolled in College, which is higher than the enrollment rate of 54.9% for LAUSD, but lower than the enrollment rate of 62.0% for the state of California.

Therefore, as described above and seen in the table below, Charter School demonstrated stronger enrollment in a postsecondary institution of higher education within 12 or 16 months of completing high school in one of two years compared to similar peers within Los Angeles Unified. However, its enrollment rates were lower than the state average, as reported by the California Department of Education DataQuest College-Going Rate reports for 2020-2021 and 2021-2022

California Department of Education DataQuest College-Going Rate

Year	2020-2021	2021-2022
Valor Academy High – All Students	49.0%	57.0%
Los Angeles Unified	55.0%	54.9%
California	62.2%	62.0%

Persistence

The California Department of Education DataQuest College-Going Rate does not include student persistence metrics.

Completion

The California Department of Education DataQuest College-Going Rate does not include metrics on student completion.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Valor Academy High’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	\$1,795,874	\$2,860,070	\$4,050,942	\$4,264,618	\$4,859,878
Net Income/Loss	\$1,162,375	\$1,064,196	\$1,190,872	\$213,676	\$595,260
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment ^A	530	530	497	491	495

^A Valor Academy High reported 507 Norm Enrollment for Fiscal Year 2025-2026. The CSD staff will continue to monitor Valor Academy High’s enrollment in accordance with established procedures and will take appropriate actions to ensure Charter School’s alignment with the approved capacity.

- b. 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.

Bright Star Schools (BSS)					
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)
9	9	\$71,806,876	\$1,550,391	\$7,650,362	(\$828,809) ¹

¹ According to BSS, the organization did not charge certain BSS charter schools the full management fees in Fiscal Year 2023-2024 due to various school-specific challenges, such as enrollment shortfalls, unexpected facility repairs, higher-than-anticipated Special Education service needs, and other one-time operational expenses. BSS stated that it absorbed a portion of these costs, which resulted in a net loss for the year.

Valor Academy High

Board District: 6 | Region: North | Location Code: 7626

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%	127	-26.2	Low	-12.2	Lower	99%	120	21.5	47.8	Increased Significantly	Green	-13.6	Higher	100%	106	22.3	0.7	Maintained	Yellow	-13.2	Higher
English Learner	100%	30	-126.2	Very Low	-61.2	--	100%	19	-69.2	57.0	Increased Significantly	--	-67.7	--	100%	23	-63.2	5.9	Increased	--	-67.6	--
Latino	100%	119	-33.4	Low	-38.6	Higher	99%	116	21.0	54.4	Increased Significantly	Green	-40.2	Higher	100%	103	22.7	1.7	Maintained	Yellow	-39.3	Higher
Socioeconomically Disadvantaged	100%	120	-31.4	Low	-41.4	Higher	99%	115	19.4	50.8	Increased Significantly	Green	-42.6	Higher	100%	103	21.2	1.8	Maintained	Yellow	-40.9	Higher
Students with Disabilities	100%	28	-108.4	Very Low	-97.3	--	100%	21	-47.4	61.0	Increased Significantly	--	-96.3	--	100%	18	-68.7	-21.3	Declined Significantly	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Valor Academy High

Board District: 6 | Region: North | Location Code: 7626

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	99%	126	-117.8	Very Low	-51.7	Lower	96%	116	-93.7	24.2	Increased Significantly	Yellow	-49.1	Lower	98%	104	-83.0	10.6	Increased	Yellow	-47.6	Lower
English Learner	100%	30	-193.2	Very Low	-92.0	--	89%	18	-190.0	3.2	Increased	--	-93.4	--	100%	23	-177.3	12.7	Increased	--	-93.4	--
Latino	99%	118	-126.3	Very Low	-83.4	Lower	96%	112	-95.1	31.1	Increased Significantly	Yellow	-80.8	Lower	98%	101	-83.3	11.8	Increased	Yellow	-79.2	Lower
Socioeconomically Disadvantaged	99%	119	-123.0	Very Low	-84.0	Lower	96%	111	-97.0	26.1	Increased Significantly	Yellow	-80.8	Lower	98%	101	-84.5	12.4	Increased	Yellow	-78.2	Lower
Students with Disabilities	100%	28	-189.2	Very Low	-130.8	--	95%	20	-143.0	46.3	Increased Significantly	--	-127.3	--	100%	18	-190.2	-47.2	Declined Significantly	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Valor Academy High

Board District: 6 | Region: North | Location Code: 7626

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	60	35.0%	Low	50.3%	Lower	53	56.6%	21.6	Increased Significantly	Blue	48.7%	Higher	65	40.0%	-16.6	Declined Significantly	Red	45.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	50	44.0%	-17.4	Declined Significantly	Red	45.8%	Lower

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	35.0%	0%	35.0%	30.0%	47.5%	2.8%	31.4%	18.3%	
2023	EL	56.6%	0%	26.4%	17.0%	45.7%	2.3%	32.2%	18.3%	
2024	EL	40.0%	0%	38.5%	21.5%	43.2%	1.9%	34.4%	19.1%	
2024	LTEL	44.0%	0%	30.0%	26.0%	41.6%	3.4%	28.5%	24.7%	

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

Summative ELPAC Participation Rate Report									
End Year	Student Group	School				State of California			
		Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2022	EL	61	61	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	60	60	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	30	30	100%	Y	193,182	202,530	95.4%	Y
2024	EL	70	70	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	33	33	100%	Y	182,603	190,459	95.9%	Y

Valor Academy High

Board District: 6 | Region: North | Location Code: 7626

CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) 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 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. 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.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
Student Group	Dashboard 2023					Dashboard 2024						
	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	118	44.1%	Medium	43.9%	Higher	118	52.5%	8.5	Increased	Green	45.3%	Higher
English Learner	22	9.1%	Very Low	15.3%	--	15	6.7%	-2.4	Declined	--	17.2%	--
Latino	109	41.3%	Medium	35.5%	Higher	113	53.1%	11.8	Increased	Green	37.4%	Higher
Long-Term English Learner	--	--	--	--	--	14	7.1%	2.1	Increased	--	16.5%	--
Socioeconomically Disadvantaged	113	41.6%	Medium	35.4%	Higher	114	53.5%	11.9	Increased	Green	37.4%	Higher
Students with Disabilities	28	14.3%	Low	12.3%	--	21	23.8%	9.5	Increased	--	13.5%	--

Data Sources: California School Dashboard Research data files.

Valor Academy High

Board District: 6 | Region: North | Location Code: 7626

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	540	2.2%	Medium	3.1%	Lower	519	3.7%	1.4	Increased	Orange	3.5%	Higher	525	2.3%	-1.4	Declined	Green	3.2%	Lower
English Learner	77	2.6%	Medium	3.2%	Lower	78	6.4%	3.8	Increased	Orange	3.7%	Higher	89	3.4%	-3.0	Declined	Green	3.4%	Same
Filipino	6	*	*	1.2%	*	6	*	*	*	*	1.3%	*	14	0.0%	--	--	--	1.2%	--
Homeless Youth	2	*	*	5.5%	*	8	*	*	*	*	6.5%	*	14	0.0%	--	--	--	5.7%	--
Latino	507	2.2%	Medium	3.3%	Lower	494	3.4%	1.3	Increased	Orange	3.8%	Lower	495	2.4%	-1.0	Declined	Green	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	62	4.8%	-3.1	Declined	Green	8.1%	Lower
Socioeconomically Disadvantaged	516	2.1%	Medium	4.0%	Lower	492	3.9%	1.7	Increased	Orange	4.5%	Lower	488	2.3%	-1.6	Declined	Green	4.0%	Lower
Students with Disabilities	97	3.1%	Medium	5.4%	Lower	97	5.2%	2.1	Increased	Orange	5.9%	Lower	90	5.6%	0.4	Increased	Orange	5.4%	Higher
White	11	9.1%	High	2.6%	--	6	*	*	*	*	2.9%	*	2	*	*	*	*	2.6%	*

Data Sources: California School Dashboard Research data files.

Valor Academy High

Board District: 6 | Region: North | Location Code: 7626

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2022-24. 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.

Graduation Rate Indicator - CA School Dashboard Indicator																			
Student Group	Dashboard 2022					Dashboard 2023							Dashboard 2024						
	Students	Graduation Rate	Status Level	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	126	95.2%	Very High	87.4%	Higher	120	91.7%	-3.6	Declined	Yellow	86.4%	Higher	122	95.1%	3.4	Increased	Blue	86.7%	Higher
English Learner	17	88.2%	Medium	73.3%	--	22	81.8%	-6.4	Declined Significantly	--	73.5%	--	17	100.0%	18.2	Increased Significantly	--	77.9%	--
Latino	119	95.0%	Very High	85.3%	Higher	111	91.9%	-3.1	Declined	Yellow	84.2%	Higher	117	95.7%	3.8	Increased	Blue	85.3%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	16	100.0%	15.0	Increased Significantly	--	80.8%	--
Socioeconomically Disadvantaged	125	95.2%	Very High	85.1%	Higher	115	91.3%	-3.9	Declined	Yellow	83.7%	Higher	118	94.9%	3.6	Increased	Green	84.4%	Higher
Students with Disabilities	17	100.0%	Very High	75.2%	--	28	89.3%	-10.7	Declined Significantly	--	72.7%	--	23	91.3%	2.0	Increased	--	74.4%	--

Data Sources: California School Dashboard Research data files.

Valor Academy High

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Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The 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	491	529,902	5,837,690	492	516,685	5,806,221
F/R Meal	94.9%	80.6%	61.6%	94.5%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	15.3%	20.1%	18.4%	12.0%	18.6%	17.4%
Foster Youth	0.4%	0.6%	0.5%	0.6%	0.5%	0.5%
Homeless Youth	2.4%	2.1%	3.6%	1.6%	2.7%	4.0%
Socioeconomically Disadvantaged	95.3%	81.3%	62.7%	94.9%	82.4%	63.6%
Students w/ Disabilities	15.9%	14.8%	13.7%	19.3%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	1.4%	7.3%	4.9%	0.8%	7.1%	4.9%
American Indian or Alaska Native	0.2%	0.1%	0.4%	0.2%	0.1%	0.4%
Asian	0.2%	3.4%	9.9%	0.2%	3.3%	10.1%
Filipino	2.9%	1.7%	2.2%	3.3%	1.6%	2.2%
Latino	93.9%	73.8%	56.1%	94.3%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.4%	9.8%	20.3%	0.4%	9.7%	20.0%
Two or More Races	0.8%	2.0%	4.6%	0.6%	2.1%	4.8%
Not Reported	0.2%	1.8%	1.1%	0.2%	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>

Valor Academy High

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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	39	10.2%	17,921	7.3%	226,508	11.1%	38	10.3%	15,302	6.5%	211,186	10.6%	30	8.3%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	1	0.3%	17,295	7.1%	144,189	7.1%	2	0.5%	15,717	6.7%	136,188	6.8%	1	0.3%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	10	2.6%	60,457	24.7%	505,486	24.8%	14	3.8%	60,574	25.7%	519,651	26.0%	13	3.6%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	22	5.7%	18,850	7.7%	236,319	11.6%	21	5.7%	14,725	6.2%	207,768	10.4%	15	4.1%	13,775	6.2%	178,306	9.3%
EL Total	72	18.8%	114,523	46.8%	1,112,502	54.5%	75	20.3%	106,318	45.0%	1,074,793	53.8%	59	16.3%	95,959	43.3%	1,009,030	52.6%
RFEP	311	81.2%	130,377	53.2%	927,694	45.5%	294	79.7%	129,789	55.0%	924,422	46.2%	304	83.7%	125,465	56.7%	909,298	47.4%
Total Ever EL	383	100.0%	244,900	100.0%	2,040,196	100.0%	369	100.0%	236,107	100.0%	1,999,215	100.0%	363	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>

Valor Academy High

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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	491			529,902			492			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	78	100%	15.9%	78,319	100%	14.8%	95	100%	19.3%	80,505	100%	15.6%
High Incidence	67	85.9%	13.6%	52,153	66.6%	9.8%	83	87.4%	16.9%	52,412	65.1%	10.1%
Low Incidence	11	14.1%	2.2%	26,162	33.4%	4.9%	12	12.6%	2.4%	28,084	34.9%	5.4%
Autism	9	11.5%	1.8%	18,713	23.9%	3.5%	8	8.4%	1.6%	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%	1	1.1%	0.2%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	1	1.3%	0.2%	971	1.2%	0.2%	2	2.1%	0.4%	931	1.2%	0.2%
Intellectual Disability	1	1.3%	0.2%	3,393	4.3%	0.6%	1	1.1%	0.2%	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	10.3%	1.6%	10,930	14%	2.1%	13	13.7%	2.6%	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	58	74.4%	11.8%	29,615	37.8%	5.6%	68	71.6%	13.8%	29,368	36.5%	5.7%
Speech or Language Impairment	1	1.3%	0.2%	11,608	14.8%	2.2%	2	2.1%	0.4%	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).

ATTACHMENT C



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)

VALOR ACADEMY HIGH

BOARD OF EDUCATION REPORT 145– 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 480 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Valor Academy High 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:

JAMES A. PERREAULT
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services