

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

**REGULAR MEETING ORDER OF BUSINESS**

333 South Beaudry Avenue, Board Room  
1208 Magnolia Avenue, Gardena, CA 90247  
9945 Laurel Canyon Blvd, Pacoima, CA 91331  
1:00 p.m., Tuesday, February 11, 2025

**Roll Call**

**Pledge of Allegiance**

**Board President's Reports**

Labor Partners

Committee Chair Reports

- Special Education Committee
- Children and Families in Early Education Committee
- Committee of the Whole
- Procurement/Facilities Committee

Student Board Member Report

**Superintendent's Reports**

- Retirement Recognition of Veronica Arreguin

**Consent Items**

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

**General Public Comment (Approximately 4:00 P.M.)**

Providing Public Comment

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

Each speaker will be allowed a single opportunity to provide comments to the Board, with the exception of public hearings, and shall be given two minutes for their remarks. **Speakers signed up to speak on**

**an agenda item must constrain their remarks specifically to the item or items on the agenda or may be ruled out of order.**

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

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

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

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

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

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

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

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

#### Attending the Meeting

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

## Public Notice of Bargaining Union Initial Proposals

1. [United Teachers Los Angeles \(UTLA\) Initial Articles for Sunshine February 11, 2025 \(UIP-003-24/25\)](#)

### New Business for Action

2. [Board of Education Report No. 142-24/25](#)  
Procurement Services Division  
(Approval of Procurement Actions) Recommends the ratification of the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment “A” including the approval of award of Professional Service Contracts not exceeding \$250,000: New, Amendments; Purchase Orders; Goods and General Services Contracts; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; Book/Instructional Material Purchase Orders; and approval of Professional Service Contracts (exceeding \$250,000): New, Piggyback and Goods and General Services Contracts (exceeding \$250,000) as listed in Attachment “B.”
3. [Board of Education Report No. 141-24/25](#)  
Procurement Services Division – Facilities Contracts  
(Approval of Facilities Contract Actions) Recommends the ratification of the Procurement Services Division contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including award of advertised construction contracts; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; extra services/amendments for architectural and engineering contracts and approved proposed contracts listed in Attachment B including roofing, waterproofing and Geotechnical engineering services.
4. [Board of Education Report No. 166-24/25](#)  
Facilities Services Division  
Eco-Sustainability Office  
(Define and Approve 21 projects to provide solar photovoltaic systems (PV Projects) and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of 21 projects to provide solar photovoltaic systems (PV Projects), as listed on Exhibit A, and amend the Facilities Services Division Strategic Execution Plan to incorporate therein for a total combined budget of \$122,406,423.

5. [Board of Education Report No. 167-24/25](#)  
Facilities Services Division  
Eco-Sustainability Office  
Procurement Services Division  
(Adoption of Resolution to Make Certain Determinations and Findings Pursuant to California Government Code §4217.10 Et Seq. and Authorize Entering into Energy Services Contracts with Energy Contractors for 21 Solar Photovoltaic Projects) Recommends adoption of the resolution that authorizes the Chief Facilities Executive, Chief Eco-Sustainability Officer, Chief Procurement Officer, and/or their designees to enter into agreements with Centrica Business Solutions Services, Inc. and Ameresco, Inc. for the implementation of 21 solar photovoltaic projects described in Exhibit A. These agreements will be procured in accordance with the energy savings/services provisions outlined in California Government Code §4217.10 et seq., as detailed in the accompanying Resolution (Exhibit B).
6. [Board of Education Report No. 190-24/25](#)  
Facilities Services Division  
(Define and Approve Three Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan (SEP) to Incorporate Therein) Recommends definition and approval of three projects essential for replacing and upgrading critical systems and components of school buildings, as detailed in Exhibit A and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a combined budget of \$14,974,504.
7. [Board of Education Report No. 198-24/25](#)  
Facilities Services Division  
(Define and Approve 11 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of 11 Board District Priority and Region Priority projects, as detailed in Exhibit A, and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a combined budget of \$924,580.
8. [Board of Education Report No. 199-24/25](#)  
Facilities Services Division  
(Consideration of Street Lighting Maintenance Assessment for the 112th Street & Central Avenue Lighting District) Recommends authorization of the Chief Facilities Executive and/or her designee to cast the Proposition 218 ballot for street lighting maintenance assessment for the 112th Street & Central Avenue Lighting District within the City of Los Angeles, and execute any other reasonable instruments on behalf of Los Angeles Unified in an amount not to exceed \$15,994.88 annually (not including annual Consumer Price Index (CPI) increases).
9. [Board of Education Report No. 200-24/25](#)  
Facilities Services Division  
(Consideration of Street Lighting Maintenance Assessment for the 112th Street & Compton Avenue Lighting District) Recommends authorization of the Chief Facilities Executive and/or her designee to cast the Proposition 218 ballot for street lighting maintenance assessment for the 112th Street & Compton Avenue Lighting District within the City of Los Angeles, and execute any other reasonable instruments on behalf of Los Angeles Unified in an amount not to exceed \$10,673.52 annually (not including annual Consumer Price Index (CPI) increases).



10. [Board of Education Report No. 204-24/25](#)  
Facilities Services Division  
Eco-Sustainability Office  
(Define and Approve Six Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of six Sustainable Environment Enhancement Developments for Schools Projects at Broadway Elementary School, Dorris Elementary School, Hollywood Elementary School, Newcastle Elementary School, Osceola Elementary School, and West Hollywood Elementary School, as described in Exhibit A, and the amendment of the Facilities Services Division Strategic Execution Plan (SEP) for a total combined budget for the six proposed Projects of \$900,000.
11. [Board of Education Report No. 188-24/25](#)  
Business and Finance Division  
(Donations of Money to the District) Recommends approval to accept the donation of money to the District totaling \$270,992.77.
12. [Board of Education Report No. 189-24/25](#)  
Business and Finance Division  
(Report of Cash Disbursements, Request to Reissue Expired Warrants and Report of Corporate Credit Card Charges) Recommends the ratification of cash disbursements amounting to \$1,107,721,093.07 made by the District from December 1, 2024, to December 31, 2024; approval for the reissuance of an expired warrant totaling \$982.22; and, requests the Board's approval for Corporate Card Charges amounting to \$6,204.01 for expenses related to official District business, incurred in accordance with established policies and procedures, for the quarter ending December 31, 2024.
13. [Board of Education Report No. 178-24/25](#)  
Human Resources Division  
Personnel Commission  
(Approval of Routine Personnel Actions) Recommends approval of 6,498 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts).
14. [Board of Education Report No. 179-24/25](#)  
Human Resources Division  
(Approval of Non-Routine Personnel Actions) Recommends approval of Classified employee demotion from Assistant Plant Manager I to Building and Grounds Worker.
15. [Board of Education Report No. 180-24/25](#)  
Human Resources Division  
(Provisional Internship Permits) Recommends approval for 13 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.

16. [Board of Education Report No. 181-24/25](#)  
Human Resources Division  
(March 15 Notices to Administrators) Recommends authorizing the Office of the General Counsel and Human Resources Division to issue March 15 notices to all certificated contract level management and senior management employees in the classified service whose contracts are expiring. This notification informing recipients will be sent at least 45 days prior to the expiration date in their contract that they will be released from their contract positions no later than June 30, 2025, in accordance with Section 35031 of the Education Code. Additionally, the Human Resources Division is authorized to send notices by March 15, 2025, to non-permanent and selected permanent certificated administrators, supervisory, confidential, and non-school based administrators, advising them of potential release or reassignment due to various reasons as stipulated in Education Code Section 44951. Further notices of release will be sent by June 30, 2025, to those identified for actual release, detailing their reassignment to the specified position, classification, and salary level.
17. [Board of Education Report No. 192-24/25](#) **PUBLIC HEARING**  
Charter Schools Division  
(Approval of the Renewal Petition for Discovery Charter Preparatory 2) Recommends approval of the renewal petition for Discovery Charter Preparatory 2, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 350 students in grades 9-12 in each year of the charter term.
18. [Board of Education Report No. 193-24/25](#) **PUBLIC HEARING**  
Charter Schools Division  
(Approval of the Renewal Petition for Montague Charter Academy for the Arts and Sciences) Recommends approval of the renewal petition for Montague Charter Academy for the Arts and Sciences, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 955 students in grades TK-5 in each year of the charter term.
19. [Board of Education Report No. 194-24/25](#) **PUBLIC HEARING**  
Charter Schools Division  
(Approval of the Renewal Petition for Watts Learning Center) Recommends approval of the renewal petition for Watts Learning Center, located in Board District 7 and Region South, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 375 students in grades TK-5 in each year of the charter term.
20. [Board of Education Report No. 195-24/25](#) **PUBLIC HEARING**  
Charter Schools Division  
(Denial of the Proposed New Charter Petition for Future is Now Career Technical Education Preparatory) Recommends denial of the new charter petition for Future is Now Career Technical Education Preparatory, located in Board District 5 and Region East, seeking to serve up to 525 students in grades 9-12, and adoption of the attached Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

## Board Member Resolutions for Action

21. [Dr. Rivas, Mr. Schmerelson - Community-Centered Greening Initiatives: Strengthening Greening Initiatives through Community Equity Through Parent Engagement and External Partnerships \(2025\) \(2024\) \(Res-038-24/25\) \(Noticed December 10, 2024 and Postponed from January 14, 2025\)](#)

**VERSION 2**

**2:00 P.M. TIME CERTAIN**

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

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

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

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

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

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

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

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

Whereas, The Los Angeles Unified School District (District) is committed to community-centered greening initiatives that advance sustainability, climate resilience, and equity as demonstrated by previous resolutions, including: Transitioning LAUSD to 100% Clean, Renewable, Energy Resulting in Healthier Students and More Sustainable, Equitable, Communities (Res 018-19/20); Equitable Funding and Expansion of Green Spaces across District Campuses (Res 002-22/23); and Climate Literacy (Res-016-21/22);

Whereas, In alignment with the District 2022-2026 Strategic Plan, Pillar 2: Joy and Wellness and Pillar 3: Engagement and Collaboration, the District prioritizes strong partnerships and inclusive engagement with community organizations, parents and students in greening efforts;

Whereas, The Eco-Sustainability Office (ESO) is committed to supporting the District Strategic

Plan by developing and implementing programs and policies that raise awareness of environmental stewardship and provide healthy, sustainable learning environments for all LAUSD students. Among its many responsibilities, this office plays a substantial role in developing and maintaining partnerships with non-profit organizations, labor unions, businesses, government agencies, and school communities;

Whereas, Non-profit organizations have partnered with LAUSD for decades to promote school greening, sustainability and climate resilience. The 2024 Green Schoolyards for All Plan outlines greening projects funded by state grants including 10 projects in planning/design, 2 projects under construction, and 10 projects under feasibility studies. Over the last five years, non-profit organizations have secured over \$57 million to plant trees and transform 52 schoolyards throughout the District. Also, through the California Department of Forestry and Fire Prevention (CAL FIRE) non-profit organizations will partner with the District to implement 41 greening projects, expanding tree coverage, shade and learning opportunities;

Whereas, Despite their contributions, non-profit organizations leading grant-funded greening projects must cover various internal fees and services such as Owner's Authorized Representative fees, testing requirements, design reviews, and inspections. These expenses can constitute 10-20% of the total planning and construction costs of a project. For instance, seven non-profits that have secured \$34 million in grant awards for the District are being charged \$3 million in fees by the District;

Whereas, The ESO is exploring funding solutions to address financial gaps arising after grants are awarded and is developing an updated "how-to" guide to streamline third-party greening project processes; and

Whereas, The ESO and Facilities Services Division (FSD) have collaborated to: (1) streamline project supervision requirements for greening projects and reduce oversight expenses; (2) develop recommendations for Design Guidelines that are tailored to school greening, and (3) consider modifications to Development Agreement language to reduce unnecessary burdens on greening partners; now, therefore, be it

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

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

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

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

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

Resolved, That the Governing Board of the Los Angeles Unified School District (Board) recognizes the vital role of non-profit organizations in creating sustainable and equitable learning environments for all students, and commits to strengthening and expanding partnerships within this sector;

Resolved further, That the Board directs the Superintendent to remove internal fees for non-profit organizations that lead District school greening projects regardless of funding source. Where feasible, up to \$3 million in District resources, including eligible bond funds, will be allocated to cover costs such as: Owner's Authorized Representative fees; project fees; ADA retrofits; District staff time; testing; design reviews; and inspections;

Resolved further, That the Board directs the Superintendent to develop an implementation plan defining eligibility criterion for non-profit organizations and projects. The plan will describe strategies to remove and/or mitigate fees, such as fee waivers, returning or reimbursing costs for fees that non-profit organizations have already paid, reclassifying internal fees as in-kind contributions, and precluding the upfront payment of fees; and, be it finally

Resolved, That the Board directs the Superintendent to present to the Greening Schools and Climate Resilience Committee a comprehensive plan for fee removal and a progress report on potential funding options to support third-party greening projects, within 120 days. The District will also provide a progress report on (1) the District's "how-to" guide for greening projects requirements; (2) recommendations to streamline project supervision requirements and reduce oversight expenses; (3) development of school greening-specific Design Guidelines; and (4) potential modification to Development Agreements to reduce unnecessary burdens on greening partners.

22. Mr. Melvoin - It Takes a Village: Expanding LA Unified's Housing Efforts (Res-040-24/25) (Noticed January 14, 2025)

Whereas, Los Angeles is experiencing a housing crisis, and skyrocketing rents and home prices are leading to higher costs of living and increasing levels of homelessness. The Affordable

Housing Outcomes Report presented to the Los Angeles County Board of Supervisors in September 2023, found that the County lacks over 500,000 affordable homes to meet the current demand among renter households at or below 50 percent of the area median income;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



23. [Ms. Newbill – Celebration of Black History Month 2025 \(Res-043-24/25\) \(Noticed January 14, 2025\)](#)

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

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

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

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

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

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

Whereas, Established by Dr. Carter G. Woodson in 1915, the Association for the Study of African American Life and History (ASALH) strives to promote, research, preserve, interpret, and disseminate information about Black life, history, and culture to the global community.

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

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

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

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

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

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

Whereas, African Americans made significant gains in industrial employment, particularly in the

steel, automobile, shipbuilding, and meatpacking industries due to the labor shortage created by World War I;

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

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

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

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

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

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

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

Whereas, Black History Month aims to mitigate the persistent and ongoing failure to acknowledge the contributions of Black Culture, Black Inventors, Black Artists, Black Artisans, Black Advocacy, Black Leaders, Black Civic Engagement, and Black workers to American history and society;

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

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

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

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

Resolved further, That the Board embeds the study of Black History and Black Labor into the core curriculum of its Ethnic Studies, African American History courses, and African American

Literature so that this critical learning lives in the minds of our students beyond the month of February;

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

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

24. [Mr. Melvoin, Ms. Gonez - Celebrating our Emergency Responders \(Res-051-24/25\) \(Waiver of Board Rule 72\)](#)

Whereas, The Palisades fire and the Eaton fire broke out on January 7, 2025 and caused road closures, power outages, and mandatory evacuation orders for surrounding areas. Together, these wildfires scorched over 34,000 acres, destroying thousands of homes and damaging Los Angeles Unified School District (District) schools and property;

Whereas, Along with the Palisades fire and the Eaton fire, the Hurst fire in Sylmar and additional fires in the Hollywood hills and elsewhere have displaced families and students. More than 170,000 people were under mandatory evacuation notices;

Whereas, These wildfires have damaged dozens of school buildings and have displaced thousands of students, families, and District staff—many of whom were evacuated and tragically lost their homes;

Whereas, More than 400,000 people in and around Los Angeles lost power due to the wildfires, high wind, and proactive shutoffs, adding further disruption and difficulty;

Whereas, In the wake of the wildfires, the District closed schools starting Wednesday, January 8 due to poor air quality resulting from the fires. Students and staff were evacuated thanks to the heroic efforts of our School Bus Drivers and first responders. Schools remained closed on Thursday and Friday;

Whereas, Food Services provided student meals via a Grab & Go sites to ensure impacted students and families could access essential food resources during the emergency;

Whereas, Starting on Monday, January 13, the District began to reopen schools representing a momentous return to normalcy in the wake of unimaginable turmoil and upheaval caused by the wildfires;

Whereas, Extensive work was needed to prepare schools for a safe reopening, including but not limited to replacing air filters, checking HVAC systems, clearing up debris, wiping down tables and chairs, and much more;

Whereas, Schools were safely reopened thanks to the tireless work of District employees and

staff including members of Teamsters Local 572, SEIU Local 99, UTLA, AALA, CSEA, Building Trades and Construction, and School Police; and

Whereas, Thanks to the teachers and paraeducators who returned to classrooms, classified and certificated substitutes who helped provide coverage for displaced employees, the countless individuals who worked around the clock over the weekend including administrators, as well as school police, first responders and bus drivers, and local authorities who ensured the safety of school communities, the District was able to restore regular school schedules and instruction; now; therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes and acknowledges the tireless and courageous work of our essential workers and District employees who remained committed to our schools in the face of the destructive wildfires in Los Angeles to ensure schools were safe and clean for students; and, be it finally

Resolved, That the District will provide resources for families and employees impacted by the wildfires including transportation support, housing assistance, and childcare. Those in need can access the District's Family and Community Recovery Guide and Resources Flyer to learn more and access services.

### **Correspondence and Petitions**

25. [Report of Correspondence including Williams Uniform Complaint Quarterly Report Summary \(ROC-008-24/25\)](#)

**PUBLIC HEARING**

### **Minutes for Board Approval**

26. [Minutes for Board Approval \(Min-004-24/25\)](#)

February 13, 2024 Regular Board Meeting, 1:00 p.m.  
April 9, 2024 Regular Closed Session, 9:00 a.m.  
April 9, 2024 Regular Board Meeting, 1:00 p.m.  
May 28, 2024 Special Closed Session, 9:00 a.m.  
June 4, 2024 Regular Closed Session, 9:00 a.m.  
June 4, 2024 Regular Board Meeting, 1:00 p.m.  
June 25, 2024 Special Board Meeting, 11:00 a.m.  
June 25, 2024 Regular Closed Session, 9:00 a.m.  
August 13, 2024 Regular Board Meeting, 10:00 a.m.

### **Miscellaneous Business**

27. [For Discussion: Mid-Year Annual Update to the 2024-25 District Local Control and Accountability Plan \(039-24/25\)](#)
28. [For Discussion: Mid-Year Annual Update to the 2024-25 Affiliated Charter School Local Control and Accountability Plans \(040-24/25\)](#)

29. [Motion to Adopt a Revised 2024-2025 Board Meeting Schedule \(048-24/25\)](#)

30. [Motion to Adopt a Revised 2024-2025 Committee Schedule \(049-24/25\)](#)

### **Public Notice of Bargaining Union Initial Proposals**

31. [Los Angeles School Police Management Association \(Unit H\) Initial Bargaining Proposals for 2025 Successor Negotiations \(UIP-004-24/25\)](#)

32. [Los Angeles/Orange Counties Building and Construction Trades Council Initial Bargaining Proposals for 2025 Successor Negotiations \(UIP-005-24/25\)](#)

### **Adjournment**

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

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

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

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:

<https://www.lausd.org/boe#calendar73805/20250228/event/71700>

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

# TAB 1



# Los Angeles Unified School District

18

333 South Beaudry Ave,  
Los Angeles, CA 90017

## Board of Education Report

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**File #:** UIP-003-24/25, **Version:** 1

**Agenda Date:** 2/11/2025

**In Control:** Board of Education

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United Teachers Los Angeles (UTLA) Initial Articles for Sunshine February 11, 2025 (UIP-003-24/25)





January 9, 2025

Alberto Carvalho  
Superintendent  
Los Angeles Unified School District  
333 S. Beaudry Ave.  
Los Angeles, CA 90017

#### OFFICERS

**Cecily Myart-Cruz**  
President

**Georgia Flowers Lee**  
UTLA/NEA Vice President

**Julie Van Winkle**  
UTLA/AFT Vice President

**Maria Miranda**  
Elementary Vice President

**Alex Orozco**  
Secondary Vice President

**Gloria Martinez**  
Treasurer

**Jennifer McAfee**  
Secretary

**Cheryl Coney**  
Executive Director

#### Re: UTLA's 2025 Contract Expiration – Initial Articles for Sunshine

Supt. Carvalho,

In November the Win Our Future: We Can't Wait platform was approved by United Teachers Los Angeles (UTLA) members in a 97% yes vote. UTLA members believe that the following are essential to creating the schools that we, our students, and our communities deserve:

- Improving class size, staffing, and enrichment
- Improving educator recruitment, retention and support
- Supporting students, parents, and school communities
- Establishing stability in our schools and programs
- Creating healthy, clean, and green public schools

As the district amasses billions in reserves, we continue to believe that our schools, students and community should be our top priority. We believe in the transformative power of public education and, because Los Angeles Unified School District (LAUSD) has an unprecedented level of resources at its disposal, we believe it is essential that we use these resources to fund smaller class sizes, caseloads and staffing ratios, invest in special education, improve working conditions and support our students and their families. The 38,000 members of UTLA have dedicated their careers and lives to serving the district and community and are prepared to demand the schools our students and communities deserve.

Our students have a limited number of years to receive a well-rounded education. We cannot keep kicking the can down the road on Los Angeles schools. We can't wait for smaller class sizes. We can't wait for more counselors, school nurses, and school psychologists. We can't wait for wages and benefits that allow educators to be able to live and thrive in our community. The time is now.

Together with educators across our state, we are committed to demanding stability and safe learning environments for all students and families.

Our proposals at the bargaining table will reflect our values and vision for the future of LAUSD. This letter is written to notify LAUSD that in accordance with the Educational Employment Relations Act, UTLA is making a demand to bargain a successor collective bargaining agreement between LAUSD and its certificated bargaining unit.

The list of initial articles for sunshine are attached, indicating the topics we intend to bargain. Please ensure that this document is placed on the January 14, 2025, LAUSD Board of Education agenda.

We look forward to a productive process by which the interests of educators, parents, students and the community are served by improving learning conditions and working conditions in LAUSD through collective bargaining.

We look forward to meeting on our agreed upon initial dates of February 18<sup>th</sup> and February 21<sup>st</sup> at the UTLA offices, at which point we can schedule additional dates.

Sincerely,



Cecily Myart -Cruz  
UTLA President



Cheryl Coney  
Executive Director, UTLA

Cc: Kristen Murphy, Associate Superintendent  
Rob Sample, Director of Labor Relations  
Scott Schmerelson, LAUSD School Board President, Board District 3  
Rocio Rivas, LAUSD School Board Vice-President, District 2  
Sherlett Hendy Newbill, LAUSD School Board Member, Board District 1  
Nick Melvoin, LAUSD School Board Member, Board District 4  
Karla Griego, LAUSD School Board Member, Board District 5  
Kelly Gonez, LAUSD School Board Member, Board District 6  
Tanya Ortiz Franklin, LAUSD School Board Member, Board District 7  
Julie Van Winkle, UTLA AFT Vice President  
Gloria Martinez, UTLA Treasurer  
Jennifer McAfee, UTLA Secretary  
Georgia Flowers Lee, UTLA NEA Vice President  
Maria Miranda, UTLA Elementary Vice President  
Alex Orozco, UTLA Secondary Vice President

## UNITED TEACHERS LOS ANGELES INITIAL CONTRACT PROPOSALS

January 2025

*Note: United Teachers Los Angeles (UTLA) reserves the right to add, modify or delete any or all proposals throughout the course of negotiations with Los Angeles Unified School District (LAUSD). The following proposals are made without prejudice or precedent.*

- Article II: Effect of the Agreement
- Article III: District Rights
- Article IV: UTLA Rights
- Article X: Educator Development, Support and Evaluation
- Article VII: Non-Discrimination
- Article IX: Hours, Duties & Work Year
- Article IX-A: Assignments
- Article IX-B: Professional Development
- Article XII: Leaves & Absences
- Article XIII: Granting of Probation Contracts, Reduction in Force and Reassignment, and Resignation/Reinstatement
- Article XIV: Salaries (and all relevant appendixes)
- Article XV: Salary Point Credit
- Article XVII: Holidays & Vacation
- Article XVIII: Class Size
- Article XXI: Adult & Career Education
- Article XXII: Special Education
- Article XXIII: Early Education Centers
- Article XXIV: Positive Student Behavior Intervention & Support, Legal Support and Property Loss
- Article XXV: Academic Freedom & Responsibility
- Article XXV-A: Instructional Committees

- **Article XXV-B: Black Student Achievement Plan (BSAP)**
- **Article XXV-C: Community Schools**
- **Article XXVII: Shared Decision Making**
- **Article XXVIII: Safety**
- **Article XXIX: Charter Co-Location**
- **Article XXXI: Working Conditions**
- **Article XXXII: Term of Agreement**
- **Memorandum of Understanding between LAUSD & UTLA – Black Student Achievement**
- **Memorandum of Understanding between LAUSD & UTLA – Community Schools**
- **Memorandum of Understanding between LAUSD & UTLA – Healthy Green Schools**
- **Memorandum of Understanding between LAUSD & UTLA – Support for Immigrant Students & Families**
- **Memorandum of Understanding between LAUSD & UTLA – Housing Support**

# TAB 2



## Board of Education Report

File #: Rep-142-24/25, Version: 1  
In Control: Procurement Services

Agenda Date: 2/11/2025

### Approval of Procurement Actions Procurement Services Division

#### Brief Description:

(Approval of Procurement Actions) Recommends the ratification of the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment “A” including the approval of award of Professional Service Contracts not exceeding \$250,000: New, Amendments; Purchase Orders; Goods and General Services Contracts; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; Book/Instructional Material Purchase Orders; and approval of Professional Service Contracts (exceeding \$250,000): New, Piggyback and Goods and General Services Contracts (exceeding \$250,000) as listed in Attachment “B.”

#### Action Proposed:

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

#### Background:

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

#### Expected Outcomes:

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

#### Board Options and Consequences:

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

#### Policy Implications:

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

#### Budget Impact:

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

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

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

- Professional Service Contracts (exceeding \$250,000): New Contracts; Piggyback Contract; and
- Goods and General Services Contracts (exceeding \$250,000): New Contracts

#### Student Impact:

Not applicable.

#### Equity Impact:

See attached for applicable items.

#### Issues and Analysis:

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

#### Attachments:

Attachment “A” - Ratification of Contracts Awarded Under Delegated Authority

Attachment “B” - Request for Approval of Contracts Not Under Delegated Authority

Previously adopted Board report referenced in the policy implications section:

- Adopted May 8, 2018: [Board Report No. 444-17/18](https://drive.google.com/file/d/1LObSci2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share_link)  
<[https://drive.google.com/file/d/1LObSci2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share\\_link](https://drive.google.com/file/d/1LObSci2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share_link)>
- California Education Code Section 17604 ([CE Code 17604](https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=share_link))  
<[https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=share\\_link](https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=share_link)>

#### Submitted:


01/13/25



**File #:** Rep-142-24/25, **Version:** 1  
**In Control:** Procurement Services

**Agenda Date:** 2/11/2025

**RESPECTFULLY SUBMITTED,**

  
 ALBERTO M. CARVALHO  
 Superintendent

**APPROVED & PRESENTED BY:**

  
 PEDRO SALCIDO  
 Deputy Superintendent  
 Business Services & Operations

**REVIEWED BY:**

  
 DEVORA NAVERA REED  
 General Counsel

✓ Approved as to form.

**APPROVED & PRESENTED BY:**

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

**REVIEWED BY:**

  
 NOLBERTO DELGADILLO  
 Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

**APPROVED & PRESENTED BY:**

  
 MATTHEW FRIEDMAN  
 Interim Chief Procurement Officer  
 Procurement Services Division

## ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY****A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS  
ALREADY AWARDED NOT EXCEEDING \$250,000****Item A****ACCOUNTING & DISBURSEMENTS DIVISION****\$144,500**

| <u>CONTRACTOR</u> | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM</u>   | <u>SOURCE<br/>OF FUNDS</u> | <u>AMOUNT</u> |
|-------------------|-------------------------------------|--|----------------------------|---------------|
| IGM Technology    | C7743                               | 02/03/25 – 02/02/30<br>includes three (3) one-<br>year renewal options | General<br>Funds<br>(100%) | \$144,500     |

Ratification of a competed contract procured through an Informal Request for Proposals (IRFP) process, conducted by the Procurement Services Division, to provide a financial software application platform (Gravity) for the creation of the District's Annual Comprehensive Financial Report (ACFR). The application platform will automate the preparation of the ACFR by housing and consolidating the financial report, automating calculations, and applying conditional formatting. It facilitates real-time collaboration with auditors and upper management. With the IGM platform, the process is significantly streamlined, enabling the report to be generated with the push of a button, ready for publication. The ACFR is a set of financial statements for a government entity that provides a complete review of its financial health. It includes details on assets, liabilities, revenues, expenses, and overall financial performance, all prepared in accordance with the standards established by the Governmental Accounting Standards Board.

Three proposals were received and two were deemed qualified. The evaluation committee was comprised of seven subject matter experts from the Accounting & Disbursements Division. The proposals were scored based on the following criteria: qualifications and experience of firm; compliance to statement of work; product demonstration; price; and Small Business Enterprise (SBE) participation. The selected vendor was the highest scored proposer. IGM Technology is new to the District. They were established in 2013, with personnel having over 20 years of experience in financial accounting software.

This action aligns with the District's Strategic Plan Pillar 4, Operational Effectiveness. Organizational success is increased by providing transparency on the District's financials.

**Requester:**

Ernie Thomas, Controller  
Accounting & Disbursement Division

**Equity Impact:**

Not applicable.

## ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY****A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS  
ALREADY AWARDED NOT EXCEEDING \$250,000****Item B****FACILITIES SERVICES DIVISION****\$49,053**

| <u>CONTRACTOR</u>   | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM</u> | <u>SOURCE<br/>OF FUNDS</u> | <u>AMOUNT</u>          |
|---------------------|-------------------------------------|----------------------|----------------------------|------------------------|
| City of Los Angeles | C7680                               | 12/01/24 – 04/30/25  | General<br>Funds           | \$49,053<br><br>(100%) |

Ratification of a single-source contract to provide daily shuttle services between Union Station and Los Angeles Unified's Administrative Headquarters Building. A typical daily ridership averages about 200 District employees however, the services are not limited to 200 users per day.

Under the terms of the contract, the Union Station Commuter Express route, operated by MV Transportation, Inc. on behalf of the Los Angeles Department of Transportation (LADOT), includes a stop specifically for Los Angeles Unified employees at Beaudry and 3rd Street. District employees may ride the public bus for free between Union Station and the District's Headquarters Building with their building badge. The cost of the contract is for fuel, bus availability, and an additional stop at Beaudry and 3<sup>rd</sup> Street during specific hours.

LADOT has provided transportation services throughout the downtown area for the general public, inclusive of District employees, since the District's Headquarters Building was built.

The City's current contract with MV Transportation expires in April 2025. Once a new contract is in place, the District expects to extend this contract or reprocure services.

This action aligns with the District's Strategic Plan Pillar 5, Staff Wellness. Employee safety is increased by minimizing the need to traverse the downtown area by foot and multiple public transportation routes.

**Requester:**

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

**Equity Impact:**

Not applicable.

## ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY****A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS  
ALREADY AWARDED NOT EXCEEDING \$250,000****Item C****LOS ANGELES SCHOOL POLICE DEPARTMENT **\$150,000****

| <u>CONTRACTOR</u>  | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM</u> | <u>SOURCE<br/>OF FUNDS</u> | <u>AMOUNT</u> |
|--|-------------------------------------|----------------------|----------------------------|---------------|
| <b>Psychological<br/>Consulting<br/>Associates, Inc.<br/>(SBE)</b> | C7734                               | 12/09/24 – 12/08/28  | General<br>Funds<br>(100%) | \$150,000     |

Ratification of a competed contract procured through an Informal Request for Proposals (IRFP) process, conducted by the Procurement Services Division, to provide psychological services, including pre-employment psychological exams and fitness for duty evaluations for new Los Angeles School Police Department (LASPD) candidates and existing officers. Within the contract capacity, approximately 300 exams and/or evaluations can be conducted.

Four proposals were received and all were deemed qualified. The evaluation committee was comprised of three subject matter experts from the LASPD. The proposals were scored based on the following criteria: qualifications and experience of firm; personnel qualifications and experience; price; and Small Business Enterprise (SBE) participation. The selected vendor was the highest scored proposer.

Psychological Consulting Associates, Inc. has been doing business with the District since 2013 and has over 23 years of experience in diagnosing and treating emotional and mental health disorders, conducting pre-employment psychological evaluations, and providing counseling and crisis intervention for public safety personnel.

This action aligns with the District's Strategic Plan Pillar 5C, Staff Wellness, of the Strategic Plan. Staff wellness is increased by supporting the mental health of our officers, enhance the well-being of the parents and students in the communities they serve and protect, fostering an environment where all students can thrive both academically and socially.

**Requester:**

Aaron Piszewicz, Chief of Police  
Los Angeles School Police Department

**Equity Impact:**

Not applicable

## ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY****A. PROFESSIONAL SERVICES REVENUE/GRANT CONTRACTS/AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING <\$500,000>****Item D****STUDENT MENTAL HEALTH & WELLNESS SERVICES****<\$400,000>**

| <u>CONTRACTOR</u>             | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM</u> | <u>SOURCE<br/>OF FUNDS</u>                              | <u>AMOUNT</u> |
|-------------------------------|-------------------------------------|----------------------|---|---------------|
| <b>Community<br/>Partners</b> | C7648                               | 10/01/24 – 02/28/26  | American<br>Rescue Plan<br>Act Grant<br>Funds<br>(100%) | <\$400,000>   |

Ratification of a grant agreement to enhance L.A. Unified's ongoing food equity efforts by integrating produce distributions with evidence-based hands-on nutrition and cooking classes provided by Common Threads and co-lead by Student and Family Resource Navigators who are Certified Wellness Coaches.

The funding will support the launch of medically tailored meals for program participants (totaling an estimated 3,750 medically tailored meals). We will be partnering with St. John's Community Health, UMMA Health, Valley Community Health Care, and Local Farmer's Markets to reach families in the community. These workshops, 180 in total, will engage parents/caregivers and students who are at risk for a dietary related illness. The nutrition lessons focus on cultivating healthy eating habits, basic nutrition, budget-conscious grocery shopping and cooking with children. This multifaceted approach yields immediate and lasting positive impacts. With this project we aim to support up to 15,000 caregivers and their students. Several positive outcomes are anticipated, including improved dietary intake, increased food security, and enhanced overall well-being among high-need families. These positive outcomes, measured through surveys, are anticipated to lead to better health outcomes for participants. This action aligns with the District's Strategic Plan Pillar 2: Joy and Wellness, by providing whole-child well-being through integrated health, nutrition, and wellness services.

**Requester:**

Joel Cisneros, Executive Director  
Student Mental Health & Wellness Services

**Equity Impact:**

Not applicable.

## ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY****B. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/  
AMENDMENTS/ASSIGNMENTS ALREADY AWARDED****Item E****REGION EAST**

| <u>CONTRACTOR /<br/>IDENTIFICATION<br/>NO.</u>                 | <u>DESCRIPTION</u>  | <u>CONTRACT TERM</u> | <u>SITE</u>  | <u>AMOUNT</u> |
|--|---|----------------------|--|---------------|
| P.F. Breese<br>Foundation /<br><a href="#">C3903</a> , C3903-1 | Monarch<br>Project<br>After-School<br>Youth<br>Mentoring<br>Program | 10/25/24 – 10/24/29  | Miguel<br>Contreras<br>Learning<br>Complex<br>School of<br>Global<br>Studies | \$0           |

**DIVISION OF INSTRUCTION**

|  |  |                     |                                     |     |
|--|--|---------------------|-------------------------------------|-----|
| The Korean<br>Cultural Center, LA<br>/ <a href="#">C7675</a> | Tae Kwon Do<br>and Rhythms of<br>Korea<br>Enrichment<br>Programs | 09/20/24 – 09/19/25 | <a href="#">Various<br/>Schools</a> | \$0 |
|--|--|---------------------|-------------------------------------|-----|

**HUMAN RESOURCES DIVISION**

|  |   |  |              |     |
|--|---|--|--------------|-----|
| California State<br>University,<br>Bakersfield / <a href="#">C7690</a> | Field/Clinical<br>Education and<br>Training<br>Programs | 12/01/24 – 11/30/29<br>includes two (2)<br>one-year renewal<br>options | Districtwide | \$0 |
|--|---|--|--------------|-----|

**DIVISION OF SPECIAL EDUCATION**

|   |                                       |                     |              |     |
|---|---------------------------------------|---------------------|--------------|-----|
| Boys & Girls Clubs<br>of Metro Los<br>Angeles / <a href="#">C7005</a> | Student Work<br>Experience<br>Program | 10/01/24 – 10/01/29 | Districtwide | \$0 |
|---|---------------------------------------|---------------------|--------------|-----|

## ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY****B. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/  
AMENDMENTS/ASSIGNMENTS ALREADY AWARDED****MEDICAL SERVICES DIVISION**

| <u>CONTRACTOR /<br/>IDENTIFICATION<br/>NO.</u>            | <u>DESCRIPTION</u>                                   | <u>CONTRACT TERM</u> | <u>SITE</u>  | <u>AMOUNT</u> |
|---|--|----------------------|--|---------------|
| Eyesafe LLC /<br><a href="#">C7049</a>                    | Computer<br>Screen<br>Protectors                     | 11/12/24 – 02/12/25  | LAUSD<br>Headquarters                                  | \$0           |
| UMMA<br>Community Clinic /<br><a href="#">C7640</a>       | Mobile Dental<br>Services                            | 10/24/24 – 10/23/29  | Districtwide   | \$0           |
| UMMA<br>Community Clinic /<br><a href="#">C7608</a>       | Mobile Medical<br>Services                           | 10/18/24 – 10/17/29  | Districtwide   | \$0           |
| Cedars Sinai<br>Medical Center /<br><a href="#">C7588</a> | Mobile Medical<br>Services                           | 10/17/24 – 10/16/29  | Districtwide   | \$0           |
| Children's Institute<br>/ <a href="#">C7639</a>           | Comprehensive<br>Resources and<br>Support<br>Program | 10/14/24 – 06/30/25  | Florence<br>Griffith<br>Joyner<br>Elementary<br>School | \$0           |



## ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY****D. PROFESSIONAL SERVICES CONTRACTS AUTHORIZED TO NEGOTIATE AND EXECUTE****Item F****HUMAN RESOURCES DIVISION****\$600,000**

| <u>CONTRACTOR</u>          | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM</u> | <u>SOURCE OF<br/>FUNDS</u>   | <u>AMOUNT</u> |
|----------------------------|-------------------------------------|----------------------|--|---------------|
| UCLA – GSEIS<br>– Center X | C3881-1<br>C3881-2                  | 09/22/22 – 12/30/26  | Computer<br>Science<br>Supplementary<br>Authorization<br>Incentive Grant<br>(100%) | \$600,000*    |

Ratification of amendments to increase capacity of a named-in-grant teacher residency contract. On October 22, 2024, in Board Report [048-24/25](#), the Board authorized Procurement to negotiate and execute these amendments to provide coursework for 120 LAUSD teachers over the course of four years to obtain a Computer Science Supplementary Authorization (CSSA).

The District and UCLA were co-applicants for the grant. This grant will strengthen District efforts to address the growing computer science teacher shortage in K-12 schools by providing an accessible and affordable program to teachers to obtain their Computer Science Supplementary Authorization through the CSSA at UCLA.

Currently, there are only 220 teachers teaching computer science courses Districtwide. Through this collaboration, the target for the CSSA will be 120 additional authorized computer science teachers at the elementary and secondary levels. Increasing the number of authorized teachers ensures more students across the District have equitable access to appropriately trained teachers who have the skills and pedagogy to implement rigorous computer science instruction. Finally, this grant also supports the District's commitment to providing computer science education for all students before they graduate.

The UCLA CSSA program is an officially approved and developed certificate program. The program offers a set of courses designed to meet the CTC's supplementary authorization requirements in terms of subjects and units.

This action aligns with the District's Strategic Plan Pillar 1, Academic Excellence, through Priority 1D: College and Career Readiness.

## ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**

Initial Contract Value: \$0 (no-cost MOU)  
 \*Amendment No. 1: \$300,000  
 \*Amendment No. 2: \$300,000  
**Aggregate Contract Value: \$600,000**

**Requester:**

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

**Equity Impact:**

| Component                      | Score    | Score Rationale   |
|--------------------------------|----------|---|
| <b>Recognition</b>             | <b>3</b> | Prepare teachers to teach Computer Science (CS) ensuring LAUSD students have access to computer science courses.  |
| <b>Resource Prioritization</b> | <b>3</b> | There is an urgent need for quality CS education for K-12 students, particularly in high-need schools, which are often staffed by novice teachers.  |
| <b>Results</b>                 | <b>3</b> | Greater access to computer science courses will ensure goal attainment of every student taking at least one computer science class taught by a CS authorized teacher prior to graduation. |
| <b>TOTAL</b>                   | <b>9</b> |   |

## ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY****Item G – December 2024**

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

**PROFESSIONAL SERVICES**      December 2024 = \$4,479,675      YTD = \$19,029,205  
**GOODS AND GENERAL SERVICES**      December 2024 = \$21,739,843      YTD = \$192,665,175  
**GRAND TOTAL**      December 2024 = \$26,219,518      YTD = \$211,694,380

**E. PROFESSIONAL SERVICES NOT EXCEEDING \$250,000**

|                   | <u>December<br/>Qty of POs</u> | <u>YTD<br/>Qty of POs</u> | <u>December Total</u>             | <u>YTD<br/>Total</u> |
|-------------------|--------------------------------|---------------------------|-----------------------------------|----------------------|
| Purchase Orders – | 575                            | 2,019                     | \$4,479,675<br>(Median - \$2,549) | \$19,029,205         |

**F. GOODS AND GENERAL SERVICES NOT EXCEEDING \$250,000**

|   | <u>December<br/>Qty of POs/<br/>Transactions</u> | <u>YTD<br/>Qty of POs/<br/>Transactions</u> | <u>December Total</u>             | <u>YTD<br/>Total</u> |
|---|--|---|-----------------------------------|----------------------|
| <i>Purchase Orders</i>  | 2,767  | 20,565                                      | \$11,017,465<br>(Median – \$906)  | \$84,299,872         |
| DISTRICT CARD<br>TRANSACTIONS (i.e.,<br>P-Card, Fuel Card,<br>Toshiba Card, etc.) | 9,452  | 78,321                                      | \$7,907,996<br>(Median - \$129)   | \$39,761,168         |
| Rental Facilities   | 3  | 14  | \$12,236<br>(Median - \$4,248)    | \$260,604            |
| Travel/Conference<br>Attendance   | 104  | 864   | \$104,277<br>(Median – \$710)     | \$812,689            |
| GENERAL STORES<br>DISTRIBUTION<br>CENTER  | 47   | 681   | \$1,007,744<br>(Median - \$5,516) | \$12,672,482         |

## ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**

| <b>F. GOODS AND GENERAL SERVICES NOT EXCEEDING \$250,000 (CONT.)</b>  |   |  |   |                                    |
|---|---|--|---|------------------------------------|
| The contract actions represented below are those actions put in place within each sponsoring school's or division's approved budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission-essential needs for professional services, goods, or general services |   |  |   |                                    |
|   | <b><u>December</u><br/><u>Qty of POs/</u><br/><u>Transactions</u></b> | <b><u>YTD</u><br/><u>Qty of POs/</u><br/><u>Transactions</u></b> | <b><u>December Total</u></b>                                  | <b><u>YTD</u><br/><u>Total</u></b> |
| BOOK/INSTRUCTIONAL MATERIAL PURCHASE ORDERS (BPO)   | 117   | 1,994  | <b><i>\$1,690,125</i></b><br><b><i>(Median - \$4,155)</i></b> | \$54,858,360                       |

## ATTACHMENT B

**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS  
NOT UNDER DELEGATED AUTHORITY**

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

**Item H**

| <b><u>OFFICE OF THE GENERAL COUNSEL</u></b>        |  |  |                                   | <b>\$712,800</b>     |
|--|--|--|-----------------------------------|----------------------|
| <b><u>CONTRACTOR</u></b>                           | <b><u>IDENTIFI-<br/>CATION<br/>NO.</u></b> | <b><u>CONTRACT TERM</u></b>  | <b><u>SOURCE<br/>OF FUNDS</u></b> | <b><u>AMOUNT</u></b> |
| <b>LexisNexis, a<br/>division of<br/>RELX Inc.</b> | C7728<br>(RFP 2000003671)                  | 02/12/25 – 02/11/30<br>includes two (2)<br>one-year renewal<br>options | General<br>Funds<br>(100%)        | \$712,800            |

Approval of a formally competed contract, procured through a Request for Proposals (RFP) process, to provide a cloud-based legal billing/invoicing platform with associated training and support. This platform will support an automated, secure electronic billing, invoicing, and workflow management system for the Office of the General Counsel (OGC) and its contracted law firms.

LexisNexis' CounselLink+Advanced (CounselLink) plan, offers a secure online legal invoice-processing platform. With CounselLink, the OGC will be able to efficiently process thousands of invoices, facilitating timely payments to, and receipt of services from, outside counsel and investigative firms. CounselLink also enables OGC to manage legal expenses in a more effective and streamlined manner.

One proposal was received and was deemed qualified. The source selection committee was comprised of three OGC staff. The proposal was evaluated based on the following criteria: qualifications and experience of firm and personnel, work plan/project approach, diversity equity inclusion plan, price, Small Business Enterprise (SBE) participation, Work Based Learning Partnership (WBLP) plan, and an interview/platform demonstration.

LexisNexis has been doing business with the District since 2013, and OGC has been utilizing CounselLink since 2021.

This action aligns with the District's Strategic Plan, Pillar 4: Operational Effectiveness by enhancing the efficiency of processing and paying thousands of invoices on an annual basis.

**ATTACHMENT B**  
**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS**  
**NOT UNDER DELEGATED AUTHORITY**

**Requester:**

Alexander Molina, Chief Executive to the General Counsel  
Office of the General Counsel

**Equity Impact:**

Not applicable.

## ATTACHMENT B

**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS  
NOT UNDER DELEGATED AUTHORITY**

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

**Item I**

**OFFICE OF THE INSPECTOR GENERAL \$350,000**

| <u>CONTRACTOR</u>                   | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM</u>   | <u>SOURCE<br/>OF FUNDS</u> | <u>AMOUNT</u> |
|-------------------------------------|-------------------------------------|--|----------------------------|---------------|
| <b>DS &amp;<br/>Associates, LLC</b> | C7741<br>(RFP 2000003840)           | 02/12/25 – 02/11/30<br>includes three (3)<br>one-year renewal<br>options | General<br>Funds<br>(100%) | \$350,000     |

Approval of a formally competed contract, procured through a Request for Proposals (RFP) process, to provide sales tax recovery services. The services involve reviewing purchases and financial records to identify instances where the District may have overpaid or incorrectly paid sales taxes. These services ensure the District is only paying what is legally required and assists in recovering any eligible refunds. Sales tax laws can be complex with varying exemptions for school districts. This specialized service ensures compliance while taking advantage of all applicable exemptions. Recovering overpaid sales tax means more funds can be directed to educational programs, classroom resources, transportation, or other critical areas.

Instances where the District may have incorrectly paid taxes include interstate purchases where buying goods or services across state lines may involve different tax rules, creating confusion about what is taxable; mixed-use services like construction and IT support that may involve taxable and non-taxable components where the labor for building maintenance may be exempt but the materials used could be taxable; when services are bundled with goods, making it difficult to determine how to separate the taxable components; and fuel tax exemptions which may apply to vehicles or equipment used directly for education purposes, like school buses.

The fees for the contract are on a contingency basis and will be paid with the funds recovered as a result of the professional work rendered.

## ATTACHMENT B

### REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Three proposals were received and all were deemed qualified. The source selection committee was comprised of three staff members from the Office of Inspector General. The proposals were evaluated based on the following criteria: experience and qualifications of firm and key personnel; proposed completion schedule and project approach; price; Small Business Enterprise (SBE) participation; and Work Based Learning Partnership (WBLP) plan.

DS & Associates specializes in the area of tax law and has been providing these services to the District since 2014. They have also provided similar services to City of Long Beach, Riverside, UCLA, CSU Chancellors Office, and UC Health Systems.

This action aligns with the District's Strategic Plan Pillar No. 4- Operational Effectiveness by identifying excess sales tax paid by LAUSD, filing and supporting claims for refunds and provide specific recommendations for process improvements to prevent/minimize future overpayments.

**Requester:**

Susan Stengel, Inspector General  
Office of the Inspector General

**Equity Impact:**

| Component                      | Score    | Score Rationale   |
|--------------------------------|----------|---|
| <b>Recognition</b>             | <b>1</b> | Resource allocation does not recognize historical inequities. However, the contract fees are contingent on a refund from sales tax recovery services. The funds recovered from these services can be redirected towards District efforts in this area.            |
| <b>Resource Prioritization</b> | <b>1</b> | Resource allocation does not prioritize resources based on student need. However, the contract fees are contingent on a refund from sales tax recovery services. The funds recovered from these services can be prioritized and redirected based on student need. |
| <b>Results</b>                 | <b>3</b> | The funds recovered from these services will be additional resources for the District. The District can redirect these additional resources towards efforts that are likely to result in closed opportunity and/or achievement gaps.                              |
| <b>TOTAL</b>                   | <b>5</b> |   |



## ATTACHMENT B

**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS  
NOT UNDER DELEGATED AUTHORITY**

**B. APPROVAL OF PROFESSIONAL SERVICE PIGGYBACK CONTRACTS**

Authorize the utilization of a piggyback contract in effect. The proposed action complies with the Public Contract Code Sections 10299 and 20118, which allows school districts to utilize other governmental agencies' established contracts and does not change District Policies.

**Item J**

| <b><u>INFORMATION TECHNOLOGY SERVICES</u></b> |   |  |   | <b>\$20,000,000</b>  |
|---|---|--|---|----------------------|
| <b><u>CONTRACTOR</u></b>                      | <b><u>IDENTIFI-<br/>CATION</u></b>  | <b><u>CONTRACT TERM</u></b>  | <b><u>SOURCE<br/>OF FUNDS</u></b>                             | <b><u>AMOUNT</u></b> |
|   | <u>NO.</u>  |  |   |                      |
| <b>Insight Global<br/>LLC</b>                 | C7613<br>(Technology,<br>Digital and<br>Data<br>Consulting<br>Master Services<br>Agreement #5-<br>22-70-25-162) | 02/12/25 - 06/30/29,<br>coterminous with<br>exercisable option<br>years of the<br>piggyback contract,<br>and subject to the<br>exercise thereof. | General<br>Funds<br>(COPs)<br>(50%)<br>Bond<br>Funds<br>(50%) | \$20,000,000         |

Approval of piggyback capacity contract with the Department of General Services to provide staff augmentation services pursuant to PCC §10299. Insight Global will provide skilled resources such as IT Project Managers and Network Engineers to assist ITS in designing, planning, and installing data and network systems in support of the [Board approved](#) Schools Network Systems Upgrade Projects (Board Report No. 118-23/24). The resources are required to meet the additional demand for Network Engineers and Project Managers possessing the required certifications, and to ensure that the Schools Network Systems Upgrade Projects can be completed on time.

Insight Global LLC is new to the District. They have provided similar services to UCLA and UC Riverside.

This action aligns with the District's Strategic Plan, Pillar 4 - Operational Effectiveness, by enabling access to skilled professionals.

**Requester:**

Soheil Katal, Chief Information Officer  
 Information Technology Services

**ATTACHMENT B**

**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS**  
**NOT UNDER DELEGATED AUTHORITY**

**Equity Impact:**

| <b>Component</b>               | <b>Score</b> | <b>Score Rationale</b>   |
|--------------------------------|--------------|--|
| <b>Recognition</b>             | <b>1</b>     | The services provided do not recognize historical inequities. The agreement will help source skilled resources for high-level technical and professional positions in the District.  |
| <b>Resource Prioritization</b> | <b>1</b>     | The services provided do not prioritize resources based on student need. The agreement will directly address ITS's longstanding challenge of sourcing high-level technical and professional positions.                     |
| <b>Results</b>                 | <b>2</b>     | The services may result in closed opportunity gaps and/or closing achievement gaps. The agreement will provide access to an extensive network of professionals with the skills required to complete installation projects. |
| <b>TOTAL</b>                   | <b>4</b>     |  |

## ATTACHMENT B

**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS  
NOT UNDER DELEGATED AUTHORITY**

**C. APPROVAL OF PROFESSIONAL SERVICE REVENUE/GRANT  
 CONTRACTS/AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT  
 CAPACITY EXCEEDING <\$500,000>**

**Item K****DIVISION OF SCHOOL OPERATIONS****<\$1,916,119>**

| <u>CONTRACTOR</u>              | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM</u> | <u>SOURCE<br/>OF FUNDS</u> | <u>AMOUNT</u> |
|--------------------------------|-------------------------------------|----------------------|----------------------------|---------------|
| <b>City of Los<br/>Angeles</b> | C6739                               | 07/01/24 – 06/30/25  | Revenue                    | <\$1,916,119> |

Approval of revenue contract with the City of Los Angeles, Community Investment for Families Department (CIFD) to provide supplemental funding for services focused on supporting student attendance and academic success, delivered through the FamilySource Partnership Program.

The FamilySource Partnership Program is a collaborative effort between the Los Angeles Unified School District (LAUSD) and the City of Los Angeles Community Investment for Families Department (CIFD), which began in 2014. The partnership program serves students, primarily between the ages 5-17, and families throughout LAUSD and within the City of Los Angeles. Pupil Services and Attendance (PSA) Counselors are co-located at 19 [FamilySource Centers](#) throughout the City of Los Angeles to address barriers to academic success and provide academic consultation. The FamilySource Partnership Program aims to increase attendance, improve academic achievement and support the goal of graduation for all students.

Since the inception of the partnership in 2014, over 130,000 student biopsychosocial/educational assessments have been conducted by LAUSD PSA Counselors at the centers to support with academic, socio-emotional, and behavioral needs with linkage to school, district and community programs/supports.

Given the success of this partnership, during the 2024-25 school year, FamilySource sites will expand from 15 to 19, which means PSA positions will also expand by four.

This revenue contract will fund 50% of the salaries of 19 LAUSD PSA Counselors, one lead PSA Counselor and a Coordinator assigned to support FamilySource Centers. This revenue contract is required so that LAUSD PSA Counselors can continue to serve our students and communities, including connecting them to appropriate support/resources in the FamilySource Centers, LAUSD services, and other community agencies.

## ATTACHMENT B

### REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

LAUSD PSA Counselors who are co-located at FamilySource Centers (FSC) focus on engaging parents and students with resources to decrease barriers to academic achievement. PSA Counselors conduct comprehensive biopsychosocial/educational evaluations and serve students and families through outreach, advocacy, and connecting families to programs and services. PSA Counselors also provide parent and student engagement workshops and classes at the FamilySource Centers and at local community schools.

The FamilySource Partnership Program supports Pillar 1 Academic Excellence- PSA counselors, on site at the FamilySource, review academic/attendance information with parent(s). They also conduct academic/attendance related workshops. Pillar 2 Joy and Wellness- PSA counselors address the socio-emotional challenges of students when concerns are expressed by a parent(s). They also conduct parent workshops related to wellness and resiliency. Pillar 3 Engagement and Collaboration- PSA counselors address concerns expressed by parent(s) and link them back to the student's school of attendance. They also collaborate with FamilySource personnel to ensure families/students are connected to supportive services that are available through the FamilySource system. Collaborative work happens within LAUSD and with FamilySource colleagues.

Requester:

Andres E. Chait, Chief of School Operations  
Student Support and Attendance Services

#### Equity Impact:

| Component          | Score    | Score Rationale  |
|--------------------|----------|--|
| <b>Recognition</b> | <b>4</b> | The City of LA's Community Investment for Families Department's vision is to break the generational cycle of poverty by building community wealth. To that end, they have established programs that align and augment community investments for families and neighborhoods in the city of LA and create opportunities for all to prosper. Specifically, as it relates to the FamilySource partnership, agencies are strategically selected to receive grant funding to support families living in the most impoverished areas of the city of LA. That funding mandates and includes a PSA counselor from LAUSD for each identified site (19). Services promote increasing family income and resources, as well as student academic achievement and graduation. LAUSD PSA counselors are the educational experts and bridge resources/information between the District, LAUSD schools, our families, and communities. |

## ATTACHMENT B

**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS  
NOT UNDER DELEGATED AUTHORITY**

| <b>Component</b>               | <b>Score</b> | <b>Score Rationale</b>  |
|--------------------------------|--------------|---|
| <b>Resource Prioritization</b> | <b>4</b>     | FamilySource centers are allocated based on the most impoverished areas of the city of LA. Student resources and programming include academic tutoring, college readiness (including college related workshops and/or field trips to colleges), access to a College Corner, intensive case management and youth mentoring and leadership. Parent resources and programming include financial literacy, ESL/GED classes, free tax prep to maximize tax credit eligible for, FAFSA support, multi-benefit screening, food pantries, employment support and referrals. The Services are free to our LAUSD students and families. |
| <b>Results</b>                 | <b>4</b>     | Since the inception of the partnership with the City of LA's FamilySource system, in 2014, approximately 130,000 students (and their families) have been referred for services. Connections to differing supports have been based on identified student/family need. The entire family as a whole receives a wraparound system of support that is unique to each student and family.  |
| <b>TOTAL</b>                   | <b>12</b>    |   |

## ATTACHMENT B

**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS  
NOT UNDER DELEGATED AUTHORITY**

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

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

**Item L**

| <b><u>INFORMATION TECHNOLOGY SERVICES</u></b> |  |                             |   | <b>\$3,189,200</b>   |
|---|--|-----------------------------|---|----------------------|
| <b><u>CONTRACTOR</u></b>                      | <b><u>IDENTIFI-<br/>CATION<br/>NO.</u></b> | <b><u>CONTRACT TERM</u></b> | <b><u>SOURCE<br/>OF FUNDS</u></b>       | <b><u>AMOUNT</u></b> |
| <b>Rolling Unit,<br/>Inc.;</b>                | C7434                                      | One-time Purchase           | General                                 | \$3,189,200          |
| <b>Expandable<br/>LLC</b>                     | C7686<br>(IFB 2000003754)                  |                             | Funds-<br>Restricted-<br>ELOP<br>(100%) |                      |

Approval of two (2) formally competed contracts, procured through an Invitation for Bid (IFB) process, for the purchase of up to eight (8) mobile technology trailers for the iDREAM Mobile Labs Project, led by Information Technology Services and Division of Instruction.

The one-time purchase of new mobile technology trailers is necessary to dispense technology-based education for LAUSD students at multiple school sites. Without the purchase of these mobile trailers, the Information Technology Services staff will not be able to ensure efficient implementation of STEAM and iDREAM programs for LAUSD students.

Four bids were received and the award was made to the two lowest responsive and responsible bidders based on individual line items. Rolling Unit Inc. has done business with the District since 2024. Expandable LLC is a new vendor to the District. They are currently contracted with Learning Undeafated, Brewco Marketing Group, and MRA Mobile Experiential Tours.

This action aligns with the District's Strategic Plan Pillar 1, Academic Excellence and Pillar 2, Joy and Wellness. The introduction of mobile technology labs through the iDREAM program represents a significant step in offering critical technology resources to underserved communities. These mobile technology labs will not only improve access to technology, but foster the development of future technology leaders, playing a pivotal role

## ATTACHMENT B

**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS  
NOT UNDER DELEGATED AUTHORITY**

in enriching educational opportunities in the afterschool, summer session and winter academy programs. The iDREAM mobile labs will engage students through exciting, hands-on STEAM and Esports gamified experiences. By purchasing these mobile technology trailers, the District is taking a critical step toward preparing them for success in an increasingly digital world.

**Requesters:**

Soheil Katal, Chief Information Officer  
 Information Technology Services

Dr. Frances Baez, Chief Academic Officer  
 Division of Instruction

**Equity Impact:**

| Component                      | Score     | Score Rationale  |
|--------------------------------|-----------|--|
| <b>Recognition</b>             | <b>4</b>  | Access to highly engaging and hands-on learning via the mobile learning labs will be prioritized for students at Priority Schools and our most vulnerable school communities to eliminate the digital technology divide. This action actively recognizes and specifies historical inequities to correct.   |
| <b>Resource Prioritization</b> | <b>4</b>  | The deployment of the mobile learning labs will focus immediate resources at the Priority Schools and our most vulnerable school communities. The iDREAM Mobile Learning Labs will scale up to extend its reach to schools across the District that lack exposure to technology resources and programs. Additionally, mobile learning labs can also serve as emergency classrooms, when needed and available. This action effectively prioritizes resources based on student need. |
| <b>Results</b>                 | <b>3</b>  | Access to the mobile learning labs will provide inclusiveness and equality to innovative, immersive and gamified technology opportunities for students across the District during afterschool, intercession, winter academy, and summer school programs. This action is extremely likely to result in closed opportunity gaps and/or closing achievement gaps.   |
| <b>TOTAL</b>                   | <b>11</b> |  |

[Return to Order of Business](#)

**TAB 3**





## Board of Education Report

File #: Rep-141-24/25, Version: 1  
In Control: Facilities Contract Actions

Agenda Date: 2/11/2025

### Approval of Facilities Contracts Actions Procurement Services Division - Facilities Contracts

#### Brief Description:

(Approval of Facilities Contract Actions) Recommends the ratification of the Procurement Services Division contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including award of advertised construction contracts; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; extra services/amendments for architectural and engineering contracts and approved proposed contracts listed in Attachment B including roofing, waterproofing and Geotechnical engineering services.

#### Action Proposed:

Ratify the Procurement Services Division (PSD) contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including: award of advertised construction contracts; award of job order contract amendments; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; award of professional services amendment; extra services/amendments for architectural and engineering contracts and approve the proposed contract listed in Attachment B including roofing and waterproofing task order contracts and geotechnical engineering services task order contracts.

#### Background:

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

#### Expected Outcomes:

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

#### Board Options and Consequences:

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

**Policy Implications:**

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

**Budget Impact:**

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

**Student Impact:**

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

**Equity Impact:**

Not Applicable.

**Issues and Analysis:**

There are no policy implications on these agreements.

**Attachments:**

Attachment "A" - Ratification of Facilities Contracts Actions Awarded Under Delegated Authority

Attachment "B" - Approval of Facilities Contracts Actions Not Under Delegated Authority

**Linked Materials**

Previously adopted Board report(s) referenced:

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


**Submitted:**

01/13/25

**RESPECTFULLY SUBMITTED,**

  
 ALBERTO M. CARVALHO  
 Superintendent

**APPROVED BY:**

  
 PEDRO SALCIDO  
 Deputy Superintendent,  
 Business Services & Operations

**REVIEWED BY:**

  
 DEVORA NAVERA REED  
 General Counsel

✓ Approved as to form.

**APPROVED BY:**

  
 SUNG YON LEE  
 Deputy Chief Business Officer  
 Business Services and Operations

**REVIEWED BY:**

  
 NOLBERTO DELGADILLO  
 Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement

**APPROVED & PRESENTED BY:**

  
 MATTHEW A. FRIEDMAN  
 Interim Chief Procurement Officer  
 Procurement Services Division

**REVIEWED BY:**

  
 KRISZTINA TOKES  
 Chief Facilities Executive

✓ Approved as to facilities impact

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

## A. AWARD OF ADVERTISED CONSTRUCTION CONTRACTS – OUTDOOR CLASSROOM &amp; CAMPUS UPGRADE BUNDLE

**Item A** **\$5,607,665**

| <u>CONTRACTOR</u>                 | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>DESCRIPTION</u>   | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u>                                 |
|-----------------------------------|-------------------------------------|--|--------------------------|---|
| <b>Ian Thomas<br/>Group, Inc.</b> | 2510001/<br>C7688                   | <u>Cabrillo Avenue EEC</u>   | <u>Various</u>           | <u>\$3,495,000</u>                            |
|                                   | 2510004/<br>C7689                   | <u>Hawaiian Avenue EEC</u><br>Outdoor Classroom and<br>Campus Upgrade Project<br><u>Tanya Ortiz Franklin</u> |                          | <u>\$2,112,665</u><br>Bond<br>Funds<br>(100%) |

Ratification of two (2) formally competed best value contracts selected from five (5) bids received to provide outdoor classroom and campus upgrades at Cabrillo Avenue EEC and Hawaiian Avenue EEC as authorized on April 5, 2022 ([Board Report No. 265-21/22](#)).

These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

The contractor has worked with the District since 2009.

**Requester:**

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

## ATTACHMENT A

**RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY  
AWARD OF ADVERTISED CONSTRUCTION CONTRACTS**

**Item B**

| <u>CONTRACTOR</u>                                     | <u>IDENTIFICATION<br/>NO.</u> | <u>DESCRIPTION</u>   | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u>                          |
|---|-------------------------------|--|--------------------------|--|
| <b>Prime Axis<br/>General Builder,<br/>Inc. (SBE)</b> | 2510023/<br>C7731             | <u>Rancho Dominguez<br/>Preparatory School<br/>Synthetic Turf<br/>Replacement Project<br/>Board Member:<br/>Tanya Ortiz Franklin</u> | 12/11/24 –<br>Completion | \$3,777,000<br>Bond<br>Funds<br>(100%) |

Ratification of formally competed best value contract selected from four (4) bids received to deliver a synthetic turf replacement project at Rancho Dominguez Preparatory School as authorized on May 10, 2022 ([Board Report No. 292-21/22](#)).

The project will remove and replace approximately 80,000 square feet of synthetic turf on the football field, including new perimeter drainage, water cannons, and repair of the track. These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

The contractor has worked with the District since 2008.

**Requester:**

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

## ATTACHMENT A

**RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY  
AWARD OF ADVERTISED CONSTRUCTION CONTRACTS**

**Item C**

| <u>CONTRACTOR</u>                            | <u>IDENTIFICATION<br/>NO.</u> | <u>DESCRIPTION</u>  | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u>                        |
|--|-------------------------------|---|--------------------------|--------------------------------------|
| <b>Geronimo<br/>Concrete, Inc.<br/>(SBE)</b> | 2510026/<br>C7729             | <u>Soto Street ES</u><br>Critical Barrier<br>Removal Project<br>Board Member:<br><u>Dr. Rocío Rivas</u> | 12/09/24 –<br>Completion | \$572,000<br>Bond<br>Funds<br>(100%) |

Ratification of formally competed contract selected from six (6) bids received to deliver a critical barrier removal project at Soto Street ES as authorized on June 13, 2023 ([Board Report No. 280-22/23](#)).

The project will upgrade the following facilities to comply with the Americans with Disabilities Act (ADA) and improve program accessibility: a concrete ramp, a parking area, an accessible gate, and door and hardware sets. These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

The contractor has worked with the District since 2005.

**Requester:**

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

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

## JOB ORDER CONTRACTS AMENDMENTS

**Item D**

| <u>CONTRACTOR</u>   | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM<br/>INCLUDING THIS<br/>AMENDMENT</u> | <u>AMOUNT</u>                         |
|---|-------------------------------------|---|---------------------------------------|
| <b>Alternate Power &amp;<br/>Construction, Inc. (SBE)</b> | 2430008/<br>C442<br>2430008.04      | 01/23/24 – 01/21/25                                   | \$700,000*<br>Bond<br>Funds<br>(100%) |

Ratification of formally competed Job Order Contract Amendment to increase contract capacity of a formally competed contract to provide electrical and low voltage contracting services (Category A: CCTV & Intrusion Alarm Systems Installations) Districtwide.

The contractor has worked with the District since 2019. These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

|                         |                              |
|-------------------------|------------------------------|
| Initial Contract Value: | \$ 500,000                   |
| Amendment No. 1         | \$ Terms Revised (\$0 value) |
| Amendment No. 2         | \$ 4,500,000                 |
| Amendment No. 3         | \$ Terms Revised (\$0 value) |
| *Amendment No. 4        | \$ 700,000                   |

*(Executed Date: 11/21/24)*

**Aggregate Contract Value: \$5,700,000**

**Requester:**

Soheil Katal, Chief Information Officer  
Information Technology Services

\* *Current Ratification*

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

## JOB ORDER CONTRACTS AMENDMENTS

**Item E**

| <u>CONTRACTOR</u>                       | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM<br/>INCLUDING THIS<br/>AMENDMENT</u> | <u>AMOUNT</u>                         |
|---|-------------------------------------|---|---------------------------------------|
| <b>Johnson Controls, Inc.<br/>(SBE)</b> | 2430012/<br>C582<br>2430012.03      | 02/15/24 – 02/13/25                                   | \$100,000*<br>Bond<br>Funds<br>(100%) |

Ratification of formally competed Job Order Contract Amendment to increase contract capacity of a formally competed contract to provide electrical and low voltage contracting services (Category A: CCTV & Intrusion Alarm Systems Installations) District-wide.

The contractor has worked with the District since 2015. These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

|                         |                              |
|-------------------------|------------------------------|
| Initial Contract Value: | \$ 500,000                   |
| Amendment No. 1         | \$ Terms Revised (\$0 value) |
| Amendment No. 2         | \$ Terms Revised (\$0 value) |
| *Amendment No. 3        | \$ 100,000                   |

(Executed Date: 11/21/24)

**Aggregate Contract Value: \$600,000**

**Requester:**

Soheil Katal, Chief Information Officer  
Information Technology Services

\* *Current Ratification*



**ATTACHMENT A**  
**RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY**

**Item F**

**B. APPROVAL OF CHANGE ORDERS**

**December 2024 = \$4,345,517**

|  |   | <u>QUANTITY</u> | <u>AMOUNT</u> |
|--|---|-----------------|---------------|
|  | i. New Construction contract change orders that do not individually exceed 10 percent for December 2024 (Average Transaction: \$28,191; Median Transaction: \$5,693)            | 19              | \$535,622     |
|  | ii. New Construction contract credit change orders for December 2024:   | 1               | \$76,541      |
|  | iii. Existing Facilities contract change orders that do not individually exceed 15 percent for December 2024 (Average Transaction: \$15,513; Median Transaction: \$5,618):      | 273             | \$4,235,006   |
|  | iv. Existing Facilities contract credit change orders for December 2024:  | 14              | <\$348,570>   |
|  | v. Existing Facilities contract change orders that individually exceed 15 percent (but do not exceed 25 percent) for December 2024, requiring 75 percent approval by the Board: | 0               | \$0           |

|           |  |    |              |
|-----------|--|----|--------------|
| <b>C.</b> | <b>COMPLETION OF CONTRACTS – December 2024</b> | 16 | \$23,912,883 |
|-----------|--|----|--------------|

|           |   |    |             |
|-----------|---|----|-------------|
| <b>D.</b> | <b>AWARD OF INFORMAL CONTRACTS<br/>(Not Exceeding \$114,500)</b>                              |    |             |
|           | A & B Letters for December 2024 (Average Transaction: \$48,017; Median Transaction: \$33,787) | 21 | \$1,008,357 |

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

## AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

**Item G**

| <u>CONTRACTOR</u>                       | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>DESCRIPTION</u>  | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u>                        |
|---|-------------------------------------|---|--------------------------|--------------------------------------|
| <b>Langdon Wilson<br/>International</b> | 2420039/<br>C7563                   | <u>Parthenia Academy of<br/>Arts and Technology<br/>Accessibility Enhancement<br/>Project</u><br>Board Member:<br><u>Scott M. Schmerelson</u> | 12/03/24 –<br>closeout   | \$437,415<br>Bond<br>Funds<br>(100%) |

Ratification of design contract to provide architectural and engineering services procured via RFQ R-24025, for site investigation/preliminary planning, construction document, bid/proposal and award, and construction and closeout phases for the Accessibility Enhancement Project as authorized on June 4, 2024 ([Board Report No. 304-23/24](#)).

The project site spans 6.33 acres and is comprised of one traditional K-5 elementary program and one dual language program. The building area is approximately 40,872 square feet and includes six single-story permanent buildings, one multistory permanent building and 14 relocatable buildings. The permanent buildings were constructed between 1957 and 1970. As of the 2023-2024 Electronic Capacity Assessment Review (E-CAR), the school serves 440 students and 58 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. To meet the criteria for Category Two, various upgrades to seven buildings are required including corrections, installation, or replacement of: nine restrooms, three drinking fountains, 17 paths of travel, two concrete ramps, one nurse's exam room, two assembly seating areas, one parking area, one new stage lift, one passenger loading area, and other accessibility upgrades such as door hardware, playground components/matting, railings, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

The contractor has worked with the District since 2020.

These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

**Requester:**

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

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

## AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

**Item H**

| <u>CONTRACTOR</u>                                     | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>DESCRIPTION</u>  | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u>                        |
|---|-------------------------------------|---|--------------------------|--------------------------------------|
| <b>M. Arthur<br/>Gensler Jr. &amp;<br/>Associates</b> | 2520016/<br>C7638                   | <u>LAUSD Specifications/Design<br/>Guide Revisions</u><br>Update Design Guide and<br>Specifications<br>Board Member:<br><u>Districtwide</u> | 11/26/24 –<br>closeout   | \$325,043<br>Bond<br>Funds<br>(100%) |

Ratification of contract to provide architectural and engineering services procured via RFQ R-24025, to review and update the District's design standards for critical architectural, mechanical, electrical, low voltage, plumbing, civil, food service and structural guide specifications and update associated Design Guide requirements.

The contractor has worked with the District since 2000.

These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

**Requester:**

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

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

## AWARD OF PROFESSIONAL SERVICES CONTRACT AMENDMENT

**Item I**

| <u>CONTRACTOR</u>                        | <u>IDENTIFICATION<br/>NO.</u> | <u>DESCRIPTION</u>                           | <u>CONTRACT TERM<br/>INCLUDING<br/>THIS<br/>AMENDMENT</u> | <u>AMOUNT</u>                         |
|--|-------------------------------|--|---|---------------------------------------|
| <b>Alliance to Save<br/>Energy (ASE)</b> | 2380003.02                    | EmPowered<br>Program<br>Capacity<br>Increase | 06/05/23 – 06/30/25                                       | \$38,769*<br>LADWP<br>Funds<br>(100%) |

Ratification of amendment to increase capacity of a competed contract to expand Alliance to Save Energy's (ASE) EmPowered Program into more schools ([click here to view list of schools](#)).

The EmPowered Program provides an opportunity to integrate energy efficiency and sustainability concepts into the Science, Technology, Engineering, Arts and Mathematics (STEAM) curriculum. The program provides students with activity-based, hands-on education and technical training combined with leadership experience to prepare them for higher education and the workforce.

Approximately 130 schools expressed interest in participating in the program. Only schools within LADWP's territory were eligible to participate, as the program is funded by LADWP for schools in their service territory. The following criteria was considered when selecting the 65 participating schools:

- Location within a LADWP Disadvantaged Communities, identified via CalEnviroScreen
- Distribution across regions
- Distribution across Board Districts

The program will be front funded by District funds and reimbursed 100% by Los Angeles Department of Water and Power (LADWP) in accordance with the terms of the 2021 LADWP-LAUDS Memorandum of Understanding. These services support Pillar 1 of the Strategic Plan, Academic Excellence.

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

|                         |            |
|-------------------------|------------|
| Initial Contract Value: | \$ 201,231 |
| Amendment No. 1         | OY1        |
| *Amendment No. 2        | \$ 38,769  |

**Aggregate Contract Value: \$240,000**

**Requester:**

Christos Chrysiliou, Chief Eco-Sustainability Officer

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

**EXTRA SERVICES / AMENDMENTS FOR ARCHITECTURAL AND ENGINEERING CONTRACTS**      **\$1,369,829**

**Item J**

|               |   |
|---------------|---|
| CONTRACT NOS. | 1520004/C1134; 1620141/C3074; 1620141/C3074; 1620141/C3074; 1620141/C3074; 1620141/C3074; 1620141/C3074; 1620147/C3026; 1720048/C3055; 1820028/C2944; 1920008/C3081; 1920011/C2874; 1920019/C625; 1920019/C625; 1920019/C625; 1920023/C1140; 2220020/C2877; 2420037/C1200 |
|---------------|---|

Extra services are for design work that is not covered under the original Agreement. October, November and December Extra Services are listed at the following link: [BOE 141 Extra Services](#)

These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

**ATTACHMENT B  
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY**

**A. APPROVAL OF TECHNICAL SERVICES TASK ORDER CONTRACTS (PCC 20118.5-.9) \$18,000,000**

**ITEM K**

| <u>CONTRACTOR</u>                              | <u>IDENTIFICATION<br/>NO.</u> | <u>CONTRACT TERM</u>  | <u>NOT-TO-<br/>EXCEED<br/>AGGREGATE<br/>AMOUNT</u>          |
|--|-------------------------------|---|---|
| Best Contracting Services, Inc.                | 2580001/C7724                 | 03/01/25–02/28/28<br>plus two (2) one-year<br>renewal options | \$9,000,000<br>Restricted<br>Maintenance<br>Funds<br>(100%) |
| Chapman Coast Roof Co., Inc.                   | 2580002/C7725                 |   |   |
| Danny Letner, Inc., dba Letner Roofing Company | 2580003/C7726                 |   |   |
| Best Contracting Services, Inc.                | 2580004/C7735                 | 03/01/25–02/28/28<br>plus two (2) one-year<br>renewal options | \$9,000,000<br>Bond<br>Funds<br>(100%)                      |
| Chapman Coast Roof Co., Inc.                   | 2580005/C7736                 |   |   |
| Danny Letner, Inc., dba Letner Roofing Company | 2580006/C7737                 |   |   |

Authorization to award six (6) formally competed task order contracts to provide roofing and waterproofing repair, maintenance, and replacement services Districtwide, procured via IFB R-25012. The authority to increase or decrease individual amounts for each contract is limited to \$3,000,000. These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

[Click here to view project scope](#)

**Requester:**

Mark Cho, Deputy Director of Facilities Maintenance and Operations  
Facilities Services Division

**ATTACHMENT B  
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY**

**B. APPROVAL OF PROFESSIONAL SERVICES CONTRACTS** **\$40,000,000**

**ITEM L**

| <u>CONTRACTOR</u>  | <u>CONTRACT NO.</u> | <u>NOT-TO-<br/>EXCEED<br/>AGGREGATE<br/>AMOUNT</u> |
|--|---------------------|--|
| Barnett Quality Control Services, Inc.<br>dba NOVA Services, Inc.(SBE)     | 2590030/C7651       | \$40,000,000                                       |
| ENGEO, Inc. (SBE)  | 2590031/C7652       | Bond   |
| Geo-Advantec, Inc. (SBE)   | 2590032/C7653       | Funds  |
| Geocon West, Inc. (SBE)  | 2590033/C7654       | (90%)  |
| Geotechnical Professionals, Inc.   | 2590034/C7655       |  |
| Gorian and Associates, Inc. (SBE)  | 2590035/C7656       | Restricted   |
| Group Delta Consultants, Inc. (SBE)  | 2590036/C7657       | Maintenance  |
| Koury Engineering & Testing, Inc. (SBE)                                    | 2590037/C7659       | Funds  |
| Langan CA, Inc. (SBE)  | 2590038/C7660       | (10%)  |
| MTGL, Inc. (SBE)   | 2590039/C7661       |  |
| Ninyo & Moore Geotechnical and Environmental<br>Sciences Consultants (SBE) | 2590040/C7662       |  |
| RMA Group, Inc. (SBE)  | 2590041/C7663       |  |
| Southwest Inspection and Testing, Inc.                                     | 2590042/C7664       |  |
| TGR Geotechnical, Inc.   | 2590043/C7665       |  |
| The Converse Professional Group<br>dba Converse Consultants (SBE)          | 2590044/C7666       |  |
| Verdantas, Inc. (SBE)  | 2590045/C7667       |  |
| WSP USA, Inc. (SBE)  | 2590046/C7668       |  |

Authorization to award 17 professional services task order contracts that were selected via RFQ No. R-25003 to provide geotechnical engineering services Districtwide. From the seventeen (17) proposed contracts, thirteen (13) are SBE and four (4) are new to the District. The amount awarded per firm will be based on program needs. The authority to increase or decrease individual amounts for these contracts will be limited to the aggregate amount of \$40,000,000. These services support operational effectiveness and the modernization of infrastructure (Pillar 4 of the Strategic Plan).

[Click here to view project scope](#)

**Contract Term:** 04/01/25 – 03/31/27 plus three (3) one-year renewal options

**Requester:**

Mark Cho, Deputy Director of Facilities Maintenance and Operations  
Facilities Services Division

[Return to Order of Business](#)

**TAB 4**





## Board of Education Report

File #: Rep-166-24/25, Version: 1  
In Control: Facilities

Agenda Date: 2/11/2025

Define and Approve 21 Solar Photovoltaic Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein  
Facilities Services Division and Eco-Sustainability Office

### Brief Description:

(Define and Approve 21 projects to provide solar photovoltaic systems (PV Projects) and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of 21 projects to provide solar photovoltaic systems (PV Projects), as listed on Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein for a total combined budget of \$122,406,423.

### Action Proposed:

Define and approve 21 projects to provide solar photovoltaic systems (PV Projects), as listed on Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for these proposed PV Projects is \$122,406,423.

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

### Background:

On August 7, 2024, the Board of Education (Board) adopted a resolution ordering an election on November 5, 2024, to authorize the issuance of school bonds (Measure US). The same action approved the Proposed 2024 Bond Priorities, Funding Targets and Implementation Strategies for Measure US, which help guide the identification of sites and development of project proposals. The School Upgrade Program (SUP), representing the current phase of the bond program, has been updated with the identified funding targets after the approval of Measure US by voters on November 5, 2024.

Pursuant to the Board Resolution Transitioning Los Angeles Unified School District to 100% Clean, Renewable Energy Resulting in Healthier Students and More Sustainable, Equitable Communities adopted on December 03, 2019 (Clean Energy Resolution), funding has been prioritized within the SUP under the category of need for School Upgrades and Reconfigurations to Support Wellness, Health, Athletics, Learning, and Efficiency. Projects to install photovoltaic panels, electrification, and electrical infrastructure fall under this SUP category of need. The installation of PV systems to generate electricity from solar power offers the District the opportunity to significantly offset its energy costs over the long term and to achieve its goals for environmental stewardship and clean energy.

The school sites were selected based on high energy use within the geographic areas of two utility providers, Los Angeles Department of Water and Power (LADWP) and Southern California Edison (SCE). Other factors considered were sites that had been identified for future roof replacement, and sites with newly installed roofs

to avoid roof warranty issues and minimize roof penetrations that could cause water leakage. In addition to the PV systems, 13 of these PV Projects will also install Level 2 electric vehicle (EV) charging stations and/or conduit for future charging stations. The school sites are located across all seven Board Districts and Regions within Los Angeles Unified.

Construction activities related to the installation of the PV system is anticipated to begin in the third quarter of 2025 and will be completed by the third quarter of 2027.

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on December 12, 2024, as referenced in Exhibit C. The presentation that was provided is included as Exhibit D. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate the successful implementation of the Facilities SEP.

Expected Outcomes:

Define and approve the proposed PV Projects and amend the Facilities SEP to incorporate therein. Approval will authorize staff to proceed with the implementation of the proposed PV Projects and expenditure of Bond Program funds.

Approval of the proposed action will permit activities in support of solar photovoltaic projects at 21 school sites. Staff estimates that the PV Projects will optimize the District's energy generation, conservation, and cost avoidance pursuant to California Government Code §4217.10 et seq. Based on the proposed PV system sizes as shown in Exhibit A, the Eco-Sustainability Office estimates the net cost avoidance to the District including project costs and operations and maintenance costs is anticipated to be up to approximately \$45.7 million over the 25-year lifespan of the equipment due to on-site electricity generation from the PV systems and the benefits of electric vehicle charging stations and infrastructure. Based on the same assumptions, the utility cost avoidance to the General Fund over 25 years is anticipated to be up to approximately \$168 million. The anticipated cost avoidance in energy costs is set forth in Exhibit B.

Board Options and Consequences:

Approval will allow staff to develop, design, and construct the proposed PV Projects.

If staff's proposal is not approved, the proposed improvements will not commence, the District will not benefit from the anticipated cost avoidance in energy costs created by these PV Projects, and this progress towards meeting the goals of the Clean Energy Resolution will not occur.

Policy Implications:

The proposal does not impact Los Angeles Unified's policies. The proposal supports the implementation of the Clean Energy Resolution. The proposal is consistent with the District's long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in the District's local bond measures K, R, Y, Q, RR, and US. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness Modernizing Infrastructure by installing PV systems.

Budget Impact:

The total combined budget for the 21 PV Projects is \$122,406,423. The proposed PV Projects will be funded with Bond Program funds earmarked for school upgrades and reconfigurations to support wellness, health,

athletics, learning, and efficiency. Separately, after the energy contractors have secured permission from the utility providers to operate the PV systems, the District will make annual payments to the energy contractors for Operations & Maintenance (O&M) and Performance Guarantee amounts estimated at \$9.9 million over 25 years funded by General Funds.

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

Based on the proposed PV system sizes as shown in Exhibit A, the Eco-Sustainability Office estimates this action is projected to provide up to approximately \$45.7 million in net cost avoidance to the District over a 25-year period including project costs and operations and maintenance costs. Based on the same assumptions, the cost avoidance to the General Fund is anticipated to be up to approximately \$168 million as set forth in Exhibit B.

#### Student Impact:

Once completed, the proposed PV Projects will help reduce energy consumption, thus lowering the utilities cost impact to the General Fund and allowing for more financial resources to be allocated to support educational programs. Additionally, clean renewable energy technologies at schools, such as carport and rooftop solar PV systems and Level 2 EV charging stations, may provide an educational opportunity for students to learn about real-world energy issues. Such project-based and hands-on experience can help further science, technology, engineering, and mathematics (STEM) education at these campuses serving approximately 23,500 students.

#### Equity Impact:

The school sites were selected based on high energy use within the geographic areas of two utility providers, LADWP and SCE. Other factors considered were sites that had been identified for future roof replacement, and sites with newly installed roofs to avoid roof warranty issues and minimize roof penetrations that could cause water leakage.

#### Issues and Analysis:

The proposed action will enable Los Angeles Unified to install up to 15 megawatts (MW) of solar power on 21 school sites. The PV Projects require compliance with all laws, rules, regulations, and standards for public school construction.

Seven of these PV Projects were initially approved by the Board under a Pilot Program (Pilot Program) in October 2021. These projects were originally bid via Request for Proposal (RFP) where the agreements were structured as power purchase agreements by which the cost of design and construction were to be funded by the energy contractors at no cost to the District. The District planned to pay the contractors for energy generated by the systems over 25 years from General Funds. However, due to extreme inflation experienced shortly after that Board action, the contracts associated with Pilot Program were not executed. Since that time, bond funds have been identified as the most appropriate funding source for these projects.

The 14 remaining PV Projects (Phase 1) resulted from an RFP issued in April 2022. These Phase 1 PV Projects were originally approved by the Board on January 23, 2024, to execute agreements. At that time, the Phase 1 PV Projects were approved with funding from the General Fund using vendor financing. The District would

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In Control: Facilities

Agenda Date: 2/11/2025

have made annual payments to the energy contractors over a 25-year period once the PV systems were approved to be activated by the utility providers. Subsequent to the January 2024 Board approval, it was determined that the terms of the vendor financing were unfavorable, and the planned funding source was changed to bond funds. The Office of Environmental Health and Safety (OEHS) will evaluate the proposed PV Projects in accordance with the California Environmental Quality Act (CEQA).

Staff proposes that the District utilize California Government Code §4217.12, which allows public agencies to use the procurement method it determines is in the best interests of the public agency. To satisfy the requirements of California Government Code §4217.12, the Board shall adopt a proposed Resolution, making findings and determinations of the energy cost avoidance, at a regularly scheduled public hearing of which public notice is given at least two weeks in advance. Public Notice of the proposed Resolution and Public Hearing will be provided at the January 14, 2025, meeting of the Board.

Attachments:

Exhibit A: Scope, Budget, and Schedule for 21 Solar Photovoltaic Projects

Exhibit B: Anticipated Cost Avoidance Chart

Exhibit C: BOC Resolution

Exhibit D: BOC Presentation

Informatives:

None

Submitted:

12/03/24


File #: Rep-166-24/25, Version: 1  
In Control: Facilities

Agenda Date: 2/11/2025


RESPECTFULLY SUBMITTED,

  
ALBERTO M. CARVALHO  
Superintendent


APPROVED BY:

  
PEDRO SALCIDO  
Deputy Superintendent  
Business Services and Operations

REVIEWED BY:

  
DEVORA NAVERA REED  
General Counsel

APPROVED BY:


  
JAIME TORRENS  
Senior Advisor to the Superintendent

✓ Approved as to form.

REVIEWED BY:

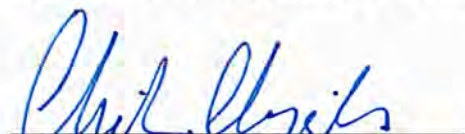
  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

APPROVED & PRESENTED BY:

  
KRISZTINA TOKES  
Chief Facilities Executive  
Facilities Services Division

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

  
CHRISTOS CHRYSILIOU  
Chief Eco-Sustainability Officer  
Eco-Sustainability Office

| #  | BD | Region | School                                   | PV* System Size (kW) | EV* Qty.  | Project Budget       | Const. Start | Const. Comp. |
|----|----|--------|--|----------------------|-----------|----------------------|--------------|--------------|
| 1  | 5  | East   | Bell HS                                  | 959                  | 0         | \$7,274,924          | Q4-2025      | Q3-2026      |
| 2  | 1  | South  | Crenshaw Magnet HS                       | 1,207                | 12        | \$9,300,587          | Q4-2025      | Q3-2026      |
| 3  | 1  | South  | Dorsey HS                                | 846                  | 0         | \$6,862,632          | Q3-2026      | Q1-2027      |
| 4  | 7  | South  | Drew MS                                  | 691                  | 8         | \$5,723,453          | Q4-2026      | Q3-2027      |
| 5  | 7  | South  | Edison MS                                | 631                  | 9         | \$5,215,047          | Q4-2026      | Q3-2027      |
| 6  | 2  | East   | Franklin HS                              | 763                  | 0         | \$6,529,607          | Q4-2025      | Q3-2026      |
| 7  | 7  | South  | Fremont HS                               | 1,390                | 17        | \$10,296,032         | Q4-2026      | Q3-2027      |
| 8  | 7  | East   | Los Angeles Academy MS                   | 791                  | 0         | \$6,117,889          | Q4-2026      | Q3-2027      |
| 9  | 1  | South  | Muir MS                                  | 612                  | 0         | \$4,855,984          | Q3-2026      | Q1-2027      |
| 10 | 3  | North  | Northridge MS                            | 674                  | 2         | \$4,888,613          | Q3-2025      | Q2-2026      |
| 11 | 6  | North  | Pacoima MS                               | 588                  | 2         | \$4,237,615          | Q3-2025      | Q2-2026      |
| 12 | 4  | North  | Sherman Oaks Center for Enriched Studies | 527                  | 2         | \$4,235,022          | Q4-2025      | Q3-2026      |
| 13 | 6  | North  | Sun Valley Magnet                        | 423                  | 2         | \$3,038,334          | Q4-2025      | Q3-2026      |
| 14 | 4  | North  | Sutter MS                                | 510                  | 2         | \$4,265,486          | Q4-2025      | Q3-2026      |
| 15 | 1  | West   | Los Angeles Center for Enriched Studies  | 865                  | 4         | \$7,416,368          | Q4-2025      | Q3-2026      |
| 16 | 1  | West   | Los Angeles HS                           | 982                  | 0         | \$7,707,349          | Q1-2026      | Q4-2026      |
| 17 | 7  | South  | Markham MS                               | 706                  | 5         | \$7,093,801          | Q3-2026      | Q1-2027      |
| 18 | 3  | North  | Mulholland MS                            | 556                  | 13        | \$5,973,080          | Q1-2026      | Q4-2026      |
| 19 | 3  | North  | Nobel Charter MS                         | 590                  | 0         | \$5,032,329          | Q1-2026      | Q4-2026      |
| 20 | 5  | East   | San Miguel ES                            | 264                  | 0         | \$1,681,284          | Q3-2026      | Q1-2027      |
| 21 | 5  | East   | South Gate MS                            | 441                  | 11        | \$4,660,987          | Q1-2026      | Q4-2026      |
|    |    |        | <b>TOTAL</b>                             | <b>15,016</b>        | <b>89</b> | <b>\$122,406,423</b> |              |              |

\* PV = Photovoltaic; EV = Electric Vehicle Chargers/Infrastructure

*Schedule:* Construction is anticipated to begin in Q3-2025 and be completed in Q3-2027.

| #  | BD | Region | School                                      | Est. 25 Yr.<br>Energy<br>Production | Est. 25 Yr.<br>Net Cost<br>Avoidance | Est. 25 Yr.<br>General Fund<br>Savings |
|----|----|--------|---|-------------------------------------|--------------------------------------|--|
| 1  | 5  | East   | Bell HS                                     | \$12,002,923                        | \$4,453,097                          | \$11,728,021                           |
| 2  | 1  | South  | Crenshaw Magnet HS                          | \$14,867,756                        | \$5,237,009                          | \$14,537,596                           |
| 3  | 1  | South  | Dorsey HS                                   | \$9,704,221                         | \$2,582,505                          | \$9,445,137                            |
| 4  | 7  | South  | Drew MS                                     | \$8,047,624                         | \$2,086,869                          | \$7,810,322                            |
| 5  | 7  | South  | Edison MS                                   | \$7,612,471                         | \$2,205,976                          | \$7,421,023                            |
| 6  | 2  | East   | Franklin HS                                 | \$9,348,748                         | \$2,533,690                          | \$9,063,297                            |
| 7  | 7  | South  | Fremont HS                                  | \$15,790,589                        | \$5,187,324                          | \$15,483,356                           |
| 8  | 7  | East   | Los Angeles Academy MS                      | \$9,090,696                         | \$2,707,075                          | \$8,824,964                            |
| 9  | 1  | South  | Muir MS                                     | \$7,051,489                         | \$1,944,445                          | \$6,800,429                            |
| 10 | 3  | North  | Northridge MS                               | \$8,255,456                         | \$2,084,279                          | \$6,972,892                            |
| 11 | 6  | North  | Pacoima MS                                  | \$7,499,496                         | \$2,080,710                          | \$6,318,325                            |
| 12 | 4  | North  | Sherman Oaks Center for<br>Enriched Studies | \$6,960,500                         | \$1,631,772                          | \$5,866,794                            |
| 13 | 6  | North  | Sun Valley Magnet                           | \$5,684,833                         | \$1,722,549                          | \$4,760,883                            |
| 14 | 4  | North  | Sutter MS                                   | \$6,643,098                         | \$1,326,346                          | \$5,591,832                            |
| 15 | 1  | West   | Los Angeles Center for<br>Enriched Studies  | \$10,310,055                        | \$2,536,602                          | \$9,952,970                            |
| 16 | 1  | West   | Los Angeles HS                              | \$10,556,994                        | \$2,471,494                          | \$10,178,843                           |
| 17 | 7  | South  | Markham MS                                  | \$8,458,019                         | \$1,052,827                          | \$8,146,628                            |
| 18 | 3  | North  | Mulholland MS                               | \$6,746,586                         | \$508,097                            | \$6,481,177                            |
| 19 | 3  | North  | Nobel Charter MS                            | \$6,319,192                         | \$1,039,133                          | \$6,071,462                            |
| 20 | 5  | East   | San Miguel ES                               | \$2,154,002                         | \$264,340                            | \$1,945,625                            |
| 21 | 5  | East   | South Gate MS                               | \$4,894,993                         | \$183                                | \$4,661,170                            |
|    |    |        | <b>TOTAL</b>                                | <b>\$177,999,741</b>                | <b>\$45,656,322</b>                  | <b>\$168,062,746</b>                   |

\* Anticipated cost avoidance calculations provided by the Eco-Sustainability Office

**SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE**

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

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

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

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

**Timothy Popejoy**  
Bond Oversight Administrator  
**Perla Zitle**  
Bond Oversight Coordinator

**RESOLUTION 2024-38****BOARD REPORT 166-24/25**

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 21 SOLAR PHOTOVOLTAIC PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff proposes that the Board of Education (Board) define and approve 21 solar photovoltaic projects (PV Projects) with a combined budget of \$122,406,423 as described in Board Report 166-24/25 attached hereto, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, and

WHEREAS, District Staff also requests that the Board authorize the Chief Facilities Executive, Chief Eco-Sustainability Officer, Chief Procurement Officer and/or their designee(s), to execute all instruments necessary, as legally permissible, to implement the proposed PV Projects, including budget modifications and the purchase of equipment and materials; and

WHEREAS, On August 7, 2024, the Board adopted a resolution ordering an election on November 5, 2024, to authorize the issuance of school bonds (Measure US). The same action approved the Proposed 2024 Bond Priorities, Funding Targets and Implementation Strategies for Measure US, which help guide the identification of sites and development of project proposals. The School Upgrade Program (SUP), representing the current phase of the bond program, has been updated with the identified Funding Targets after the approval of Measure US by voters on November 5, 2024; and

WHEREAS, Pursuant to the Board Resolution Transitioning Los Angeles Unified School District to 100% Clean, Renewable Energy Resulting in Healthier Students and More Sustainable, Equitable Communities adopted on December 03, 2019 (Clean Energy Resolution), funding has been prioritized within the SUP under the category of need for School Upgrades and Reconfigurations to Support Wellness, Health, Athletics, Learning, and Efficiency. Projects to install photovoltaic panels, electrification, and electrical infrastructure fall under this SUP category of need; and



**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 21 SOLAR PHOTOVOLTAIC PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, The installation of PV systems to generate electricity from solar power offers the District the opportunity to significantly offset its energy costs over the long term and to achieve its goals for environmental stewardship and clean energy; and

WHEREAS, The school sites were selected based on high energy use within the geographic areas of two utility providers, Los Angeles Department of Water and Power and Southern California Edison. Other factors considered were sites that had been identified for future roof replacement, and sites with newly installed roofs to avoid roof warranty issues and minimize roof penetrations that could cause water leakage; and

WHEREAS, In addition to the PV systems, 13 of these PV Projects will also install Level 2 electric vehicle (EV) charging stations and/or conduit for future charging stations; and

WHEREAS, The PV Projects will optimize the District's energy generation, conservation, and cost avoidance pursuant to California Government Code §4217.10 et seq. The net cost avoidance to the District including the project costs and operations and maintenance costs is anticipated to be up to approximately \$45.7 million over the 25-year lifespan of the equipment due to on-site electricity generation from the PV systems and the benefits of electric vehicle charging stations and infrastructure. Based on the same assumptions, the utility cost avoidance to the General Fund over 25 years is anticipated to be up to approximately \$168 million; and

WHEREAS, The proposed PV Projects are consistent with the Los Angeles Unified School District (Los Angeles Unified or District)'s Clean Energy Resolution and long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in Los Angeles Unified local bond measures K, R, Y, Q, RR, and US; and

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

WHEREAS, The District's Office of the General Counsel has reviewed the proposed PV Projects and determined that they may proceed to the School Construction Citizens' Bond Oversight Committee (BOC) for its consideration for recommendation to the Board of Education; and

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

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends that the Board of Education define and approve 21 solar photovoltaic projects with a combined budget of \$122,406,423 and amend the Facilities SEP to incorporate therein, as described in Board Report 166-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

**RESOLUTION 2024-38****RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 21 SOLAR PHOTOVOLTAIC PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on December 12, 2024, by the following vote:

AYES: 9

ABSTENTIONS: 1

NAYS: 1

ABSENCES: 2

/Michael Hamner/

D. Michael Hamner  
Chair

/Robert Campbell/

Robert Campbell  
Vice-Chair



## 21 Solar Photovoltaic Projects

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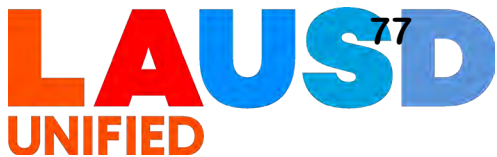
*Bond Oversight Committee Meeting  
December 12, 2024*



# Introduction and Measure US Overview

- August 2024 Board of Education:
  - Adopted Resolution ordering an election to authorize issuance of \$9B of school bonds.
  - Approved the “Proposed 2024 Bond Priorities Funding Targets and Implementation Strategies.”
  - These funding targets are integrated into the School Upgrade Program to support the continuation of the capital school facilities program and the effective operation of the bond program.
- Approved with over 67.9% of voter support at the November 5, 2024 Election
- \$9 billion School Upgrades and Safety Measure
- Proceeds will be used to:
  - Improve school safety
  - Update and right-size aging and deteriorating school facilities
  - Complete essential upgrades to school buildings and grounds
  - Enhance accessibility
  - Enhance and expand outdoor spaces and food services for students
  - Update learning technology and infrastructure
  - Upgrade older schools to help address facility inequities

# Measure US Implementation Strategies & Funding Targets

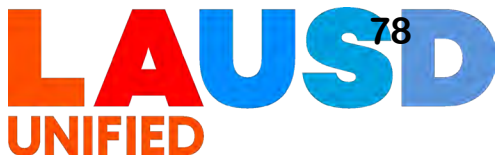


| STRATEGIES TO IMPLEMENT 2024 BOND PRIORITIES   | FUNDING TARGET  |
|--|-----------------|
| <b>Undertake major modernizations, upgrades and reconfigurations to school campuses*</b> <ul style="list-style-type: none"><li>- Replace or modernize school buildings with seismic vulnerabilities to meet today's building, safety, and learning standards - may include classrooms, core facilities such auditoriums/multi-purpose rooms, libraries, gymnasiums, and support and/or specialized spaces (e.g. career tech education (CTE), UTK, kindergarten, labs, the arts, robotics)<br/>(approximately \$2.8 billion)</li><li>- Replace old and structurally deficient relocatable classroom buildings with new up-to-date permanent classroom buildings, which may include specialized classrooms (e.g. UTK, kindergarten, CTE, the arts, labs, robotics)<br/>(approximately \$800 million)</li><li>- Upgrade/restore outdoor areas and play space - approximately \$1.25 billion<ul style="list-style-type: none"><li>o Create new green schoolyards/outdoor classrooms, including conversion of a portion of a schoolyard's hard surface into green space, and installation of permeable pavers and irrigation systems, may include removal of relocatable buildings to restore play space, replacement of paved areas, and the installation of shade structures and seating/gathering areas<br/>(approximately \$600 million)</li><li>o Upgrade play space and campus exteriors to replace deteriorated and unsafe pavement, create a schoolyard with approximately 30% sustainable green space, and provide a secure perimeter fence and buildings with a uniform appearance<br/>(approximately \$600 million)</li><li>o Install shade shelters over playground equipment at early education centers, elementary schools and special education centers to mitigate heat and improve the quality of outdoor environments for students<br/>(approximately \$50 million)</li></ul></li><li>- Upgrade elementary school classrooms and related facilities to provide age-appropriate spaces for UTK and kindergarten students, including furnishing and equipment<br/>(approximately \$70 million)</li><li>- Upgrade, expand, reconfigure, alter, and/or furnish and equip campuses for new and realigned programs<br/>(approximately \$70 million)</li></ul> | \$4,990,000,000 |

| STRATEGIES TO IMPLEMENT 2024 BOND PRIORITIES   | FUNDING TARGET |
|--|----------------|
| <b>Undertake critical replacements and upgrades of school building/site systems and components*</b> <ul style="list-style-type: none"><li>- Replace failing building/site systems and components<br/>(approximately \$932 million)</li><li>- Create secure school entrances by installing a camera/buzzer system<br/>(approximately \$15 million)</li></ul>  | \$947,000,000  |
| <b>Information Technology Infrastructure (IT) and System Upgrades</b> <ul style="list-style-type: none"><li>- Comprehensive enhancements to school audio systems - integration and enhancement of school IP-PA Speakers, IP-Based Master Clocks, Audio Enhancement Systems, and Mass Notification Systems<br/>(approximately \$521 million)</li><li>- Upgrade school IT network infrastructure systems, including local area networks and wireless local area networks, and for some, optic cabling<br/>(approximately \$342.9 million)</li><li>- Upgrade core IT network infrastructure system to optimize information applications and communications infrastructure<br/>(approximately \$22.1 million)</li></ul>  | \$886,000,000  |
| <b>School Upgrades and Reconfigurations to Support Wellness, Health, Athletics, Learning and Efficiency*</b> <ul style="list-style-type: none"><li>- Upgrade competitive athletic facilities<br/>(approximately \$230 million)</li><li>- Install photovoltaic panels, electrification and electrical infrastructure<br/>(approximately \$175 million)</li><li>- Campus improvements/enhancements determined by Region/Board District<br/>(approximately \$70 million)</li><li>- Upgrade/reconfigure/construct school-based student wellness facilities<br/>(approximately \$40 million)</li><li>- Upgrades to school libraries to provide updated furnishings and interior alterations<br/>(approximately \$10 million)</li><li>- Improvements to school facilities to support implementation of partner funded projects/programs<br/>(approximately \$10 million)</li><li>- Create sustainable outdoor learning spaces in collaboration with school-based and community-led efforts<br/>(approximately \$5 million)</li></ul> | \$540,000,000  |



# Measure US Implementation Strategies & Funding Targets



| STRATEGIES TO IMPLEMENT 2024 BOND PRIORITIES   | FUNDING TARGET |
|--|----------------|
| <b>School Cafeteria Upgrades*</b> <ul style="list-style-type: none"><li>- Construct and/or upgrade (regional) kitchen(s) to prepare fresh healthy student meals and support schools<br/><i>(approximately \$300 million)</i></li><li>- Upgrade or replace school walk-in refrigerators/freezers<br/><i>(approximately \$125 million)</i></li><li>- Upgrade elementary school cafeterias with new combi ovens and electrical infrastructure<br/><i>(approximately \$20 million)</i></li><li>- Construct/install metal serving kiosk and electrical infrastructure as needed to support elementary school kitchens operating out of hot shacks<br/><i>(approximately \$16 million)</i></li></ul>   | \$461,000,000  |
| <b>Charter School Facilities Upgrades and Expansions*</b> <ul style="list-style-type: none"><li>- Replace/upgrade school buildings, building systems and components, and grounds at District-owned facilities operated by charter schools or with a charter school co-location pursuant to Proposition 39, focusing on long-standing co-location sites<br/><i>(approximately \$275 million)</i></li><li>- Renovate and furnish and equip school sites to provide charter schools with reasonably equivalent facilities pursuant to Proposition 39<br/><i>(approximately \$20 million) **</i></li><li>- Upgrades at sites, with a newly co-located charter school pursuant to Proposition 39, which are mutually agreed upon by both parties, to jointly improve the lives and learning conditions for students in all schools on the campus<br/><i>(approximately \$5 million)</i></li></ul> | \$300,000,000  |
| <b>Americans with Disabilities Act (ADA) Transition Plan Implementation*</b> <ul style="list-style-type: none"><li>- Upgrades/renovations/installations to remove physical barriers and/or enhance accessibility to support implementation of the ADA Transition Plan<br/><i>(approximately \$250 million)</i></li><li>- Alterations and improvements to facilities to ensure a barrier-free learning environment as required by the ADA (Rapid Access Program)<br/><i>(approximately \$8 million)</i></li></ul>   | \$258,000,000  |

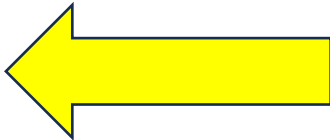
| STRATEGIES TO IMPLEMENT 2024 BOND PRIORITIES   | FUNDING TARGET          |
|--|-------------------------|
| <b>Early Childhood Education Facilities Upgrades and Expansions*</b> <ul style="list-style-type: none"><li>- Replace/upgrade failing building/site systems and components and create outdoor learning environments</li></ul>   | \$200,000,000           |
| <b>IT Campus Safety Upgrades</b> <ul style="list-style-type: none"><li>- Install access control systems to regulate entry and monitor movement at exterior doors and improve safety of school facilities<br/><i>(approximately \$9 million)</i></li><li>- Install video camera systems to improve safety of campus infrastructure<br/><i>(approximately \$70.5 million)</i></li><li>- Upgrade school intrusion alarm and monitoring systems<br/><i>(approximately \$89.5 million)</i></li></ul>  | \$169,000,000           |
| <b>Adult and Career Education Facilities Upgrades*</b> <ul style="list-style-type: none"><li>- Replace deficient buildings with new up-to-date permanent classroom building<br/><i>(approximately \$93 million)</i></li><li>- Upgrade school information technology systems and equipment<br/><i>(approximately \$30 million)</i></li><li>- Replace/upgrade failing building/site systems and components, so they are safe, functional and operational places to teach and learn<br/><i>(approximately \$13 million)</i></li><li>- Exterior upgrades to improve site safety, outdoor areas, and signage<br/><i>(approximately \$8 million)</i></li></ul> | \$144,000,000           |
| <b>Replace Aging and Outdated School Buses</b> <ul style="list-style-type: none"><li>- Improve energy efficiency and support the transition to electrified school buses</li></ul>  | \$75,000,000            |
| <b>Ensure oversight and accountability of bond expenditures</b> <ul style="list-style-type: none"><li>- Independent audits of bond projects and contracts</li></ul>  | \$30,000,000+           |
| <b>TOTAL</b>   | <b>\$9,000,000,000^</b> |

# School Upgrades and Reconfigurations to Support Wellness, Health, Athletics, Learning and Efficiency

LAUSD

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|  |               |
|--|---------------|
| <div><div><div>School Upgrades and Reconfigurations to Support Wellness, Health, Athletics, Learning and Efficiency*</div><div><div><div>- Upgrade competitive athletic facilities<br/>(approximately \$230 million)</div><div>- Install photovoltaic panels, electrification and electrical infrastructure (approximately \$175 million)</div><div>- Campus improvements/enhancements determined by Region/Board District<br/>(approximately \$70 million)</div><div>- Upgrade/reconfigure/construct school-based student wellness facilities<br/>(approximately \$40 million)</div><div>- Upgrades to school libraries to provide updated furnishings and interior alterations<br/>(approximately \$10 million)</div><div>- Improvements to school facilities to support implementation of partner funded projects/programs<br/>(approximately \$10 million)</div><div>- Create sustainable outdoor learning spaces in collaboration with school-based and community-led efforts<br/>(approximately \$5 million)</div></div></div></div><div></div></div> | \$540,000,000 |
|--|---------------|

# Solar Photovoltaic Projects

## Action:

Amend the FSD SEP and approve project definition for 21 Solar Photovoltaic Projects for a total budget \$122,406,423

## The scope includes:

- Installation of up to 15 MW total of solar power
- Individual system sizes range from 250 to 1,400 kilowatts (kW) consisting of carport structures, shade structures, and/or rooftop systems.
- At 13 sites, installation of Level 2 electric vehicle (EV) charging stations and/or conduit for future charging stations to comply with latest 2022 CA Green Code.

## Factors considered for site selection:

- Sites with high energy usage.
- Sites that have been identified for future roof replacement.
- Sites with newly installed roofs to avoid roof warranty issues and minimize roof penetrations that could cause water leakage.
- Coordination with major modernization and other projects.



# Solar Photovoltaic Projects

- Support Board's 2019 Clean Energy Resolution to transition LAUSD to 100% clean renewable energy.
- Installation of 21 solar photovoltaic (PV) projects will benefit the District by significantly offsetting its energy usage costs over the 25-year equipment life of the PV systems.
  - **Energy Production\*:** Up to approximately \$178 million in energy production
  - **Anticipated Net Cost Avoidance\***
    - Up to approximately \$45.7 million in net cost avoidance including project costs and anticipated operations & maintenance costs
    - Based on the same assumptions, up to approximately \$168 million in cost avoidance to the General Fund by offsetting electricity consumption

\* Energy production and net cost avoidance calculations provided by the Eco-Sustainability Office

# Scope, Budget & Schedule

| #  | BD | REGION | School               | PV*<br>System<br>Size<br>(MW) | EV*<br>Qty. | Project<br>Budget | Est. 25 Yr.<br>**Net Cost<br>Avoidance | Est. 25 Yr.<br>**General<br>Fund Cost<br>Avoidance | Const.<br>Start | Const.<br>End |
|----|----|--------|----------------------|-------------------------------|-------------|-------------------|--|--|-----------------|---------------|
| 1  | 5  | East   | Bell HS              | 0.959                         | 0           | \$7,274,924       | \$4,453,097                            | \$11,728,021                                       | Q4-25           | Q3-26         |
| 2  | 1  | South  | Crenshaw Magnet HS   | 1.207                         | 12          | \$9,300,587       | \$5,237,009                            | \$14,537,596                                       | Q4-25           | Q3-26         |
| 3  | 1  | South  | Dorsey HS            | 0.846                         | 0           | \$6,862,632       | \$2,582,505                            | \$9,445,137  | Q3-26           | Q1-27         |
| 4  | 7  | South  | Drew MS              | 0.691                         | 8           | \$5,723,453       | \$2,086,869                            | \$7,810,322  | Q4-26           | Q3-27         |
| 5  | 7  | South  | Edison MS            | 0.631                         | 9           | \$5,215,047       | \$2,205,976                            | \$7,421,023  | Q4-26           | Q3-27         |
| 6  | 2  | East   | Franklin HS          | 0.763                         | 0           | \$6,529,607       | \$2,533,690                            | \$9,063,297  | Q4-25           | Q3-26         |
| 7  | 7  | South  | Fremont HS           | 1.390                         | 17          | \$10,296,032      | \$5,187,324                            | \$15,483,356                                       | Q4-26           | Q3-27         |
| 8  | 7  | East   | Los Angeles Acad. MS | 0.791                         | 0           | \$6,117,889       | \$2,707,075                            | \$8,824,964  | Q4-26           | Q3-27         |
| 9  | 1  | South  | Muir MS              | 0.612                         | 0           | \$4,855,984       | \$1,944,445                            | \$6,800,429  | Q3-26           | Q1-27         |
| 10 | 3  | North  | Northridge MS        | 0.674                         | 2           | \$4,888,613       | \$2,084,279                            | \$6,972,892  | Q3-25           | Q2-26         |
| 11 | 6  | North  | Pacoima MS           | 0.588                         | 2           | \$4,237,615       | \$2,080,710                            | \$6,318,325  | Q3-25           | Q2-26         |

\*PV = Photovoltaic; EV = Electric Vehicle Chargers/Infrastructure

\*\*Net Cost Avoidance considers Bond funded project costs and General Fund Cost Avoidance does not.

# Scope, Budget & Schedule (Continued)

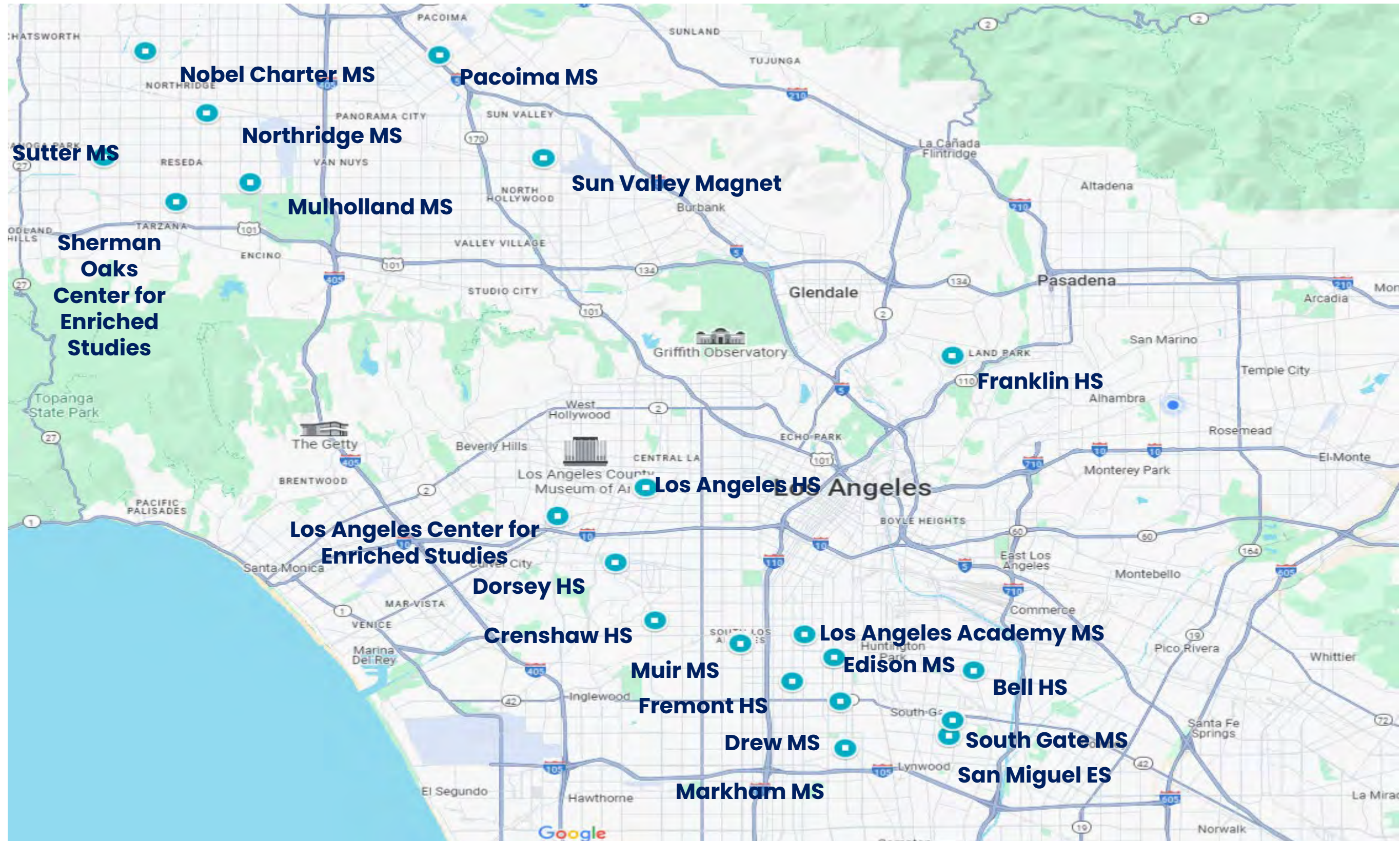
| #              | BD | REGION | School            | PV*<br>System<br>Size<br>(MW) | EV*<br>Qty. | Project<br>Budget    | Est. 25 Yr.<br>Net Cost<br>Avoidance | Est. 25 Yr.<br>General<br>Fund Cost<br>Avoidance | Const.<br>Start | Const.<br>End |
|----------------|----|--------|-------------------|-------------------------------|-------------|----------------------|--------------------------------------|--|-----------------|---------------|
| 12             | 4  | North  | Sherman Oaks CES  | 0.527                         | 2           | \$4,235,022          | \$1,631,772                          | \$5,866,794                                      | Q4-25           | Q3-26         |
| 13             | 6  | North  | Sun Valley Magnet | 0.423                         | 2           | \$3,038,334          | \$1,722,549                          | \$4,760,883                                      | Q4-25           | Q3-26         |
| 14             | 4  | North  | Sutter MS         | 0.510                         | 2           | \$4,265,486          | \$1,326,346                          | \$5,591,832                                      | Q4-25           | Q3-26         |
| 15             | 1  | West   | LACES             | 0.865                         | 4           | \$7,416,368          | \$2,536,602                          | \$9,952,970                                      | Q4-25           | Q3-26         |
| 16             | 1  | West   | Los Angeles HS    | 0.982                         | 0           | \$7,707,349          | \$2,471,494                          | \$10,178,843                                     | Q1-26           | Q4-26         |
| 17             | 7  | South  | Markham MS        | 0.706                         | 5           | \$7,093,801          | \$1,052,827                          | \$8,146,628                                      | Q3-26           | Q1-27         |
| 18             | 3  | North  | Mulholland MS     | 0.556                         | 13          | \$5,973,080          | \$508,097                            | \$6,481,177                                      | Q1-26           | Q4-26         |
| 19             | 3  | North  | Nobel Charter MS  | 0.590                         | 0           | \$5,032,329          | \$1,039,133                          | \$6,071,462                                      | Q1-26           | Q4-26         |
| 20             | 5  | East   | San Miguel ES     | 0.264                         | 0           | \$1,681,284          | \$264,340                            | \$1,945,625                                      | Q3-26           | Q1-27         |
| 21             | 5  | East   | South Gate MS     | 0.441                         | 11          | \$4,660,987          | \$183                                | \$4,661,170                                      | Q1-26           | Q4-26         |
| <b>TOTALS:</b> |    |        |                   | <b>15.016</b>                 | <b>89</b>   | <b>\$122,406,423</b> | <b>\$45,656,323</b>                  | <b>\$168,062,746</b>                             |                 |               |

\*PV = Photovoltaic; EV = Electric Vehicle Chargers/Infrastructure.

\*\*Net Cost Avoidance considers Bond funded project costs and General Fund Cost Avoidance does not.



# Project Locations – 21 Sites





# Project Site Map - Example

*Mulholland Middle School – 556 kW (55% offset of electricity consumption)*

**Solar Array  
(typ.)**

**13 EV  
Charging  
Stations**



Project Budget: \$5,973,080

Site/Environmental: 0.1%

Planning/Construction: 95.1%

Management: 4.8%

# Project Site Map – Example

*Markham Middle School – 706 kW (90% offset of electricity consumption)*



Project Budget: \$7,093,801

Site/Environmental: 0.1%

Planning/Construction: 95.9%

Management: 4.0%

**Questions?**

# TAB 5





## Board of Education Report

**File #:** Rep-167-24/25, **Version:** 1

**Agenda Date:** 2/11/2025

**In Control:** Facilities

### **Adoption of Resolution to Make Certain Determinations and Findings Pursuant to California Government Code §4217.10 Et Seq. and Authorize Entering into Energy Services Contracts with Energy Contractors for 21 Solar Photovoltaic Projects (PUBLIC HEARING)**

Facilities Services Division, Eco-Sustainability Office, and Procurement Services Division

#### **Brief Description:**

(Adoption of Resolution to Make Certain Determinations and Findings Pursuant to California Government Code §4217.10 Et Seq. and Authorize Entering into Energy Services Contracts with Energy Contractors for 21 Solar Photovoltaic Projects) Recommends adoption of the resolution that authorizes the Chief Facilities Executive, Chief Eco-Sustainability Officer, Chief Procurement Officer, and/or their designees to enter into agreements with Centrica Business Solutions Services, Inc. and Ameresco, Inc. for the implementation of 21 solar photovoltaic projects described in Exhibit A. These agreements will be procured in accordance with the energy savings/services provisions outlined in California Government Code §4217.10 et seq., as detailed in the accompanying Resolution (Exhibit B).

#### **Action Proposed:**

Adopt a Resolution and authorize the Chief Facilities Executive, Chief Eco-Sustainability Officer, Chief Procurement Officer, and/or their designee(s), to execute agreements and/or any other reasonable instruments (Agreements) with Centrica Business Solutions Services, Inc. (Centrica) and Ameresco, Inc. (Energy Contractors) for 21 solar photovoltaic projects (PV Projects) as described in Exhibit A. These Agreements are being procured pursuant to the energy savings/services provisions in California Government Code §4217.10 et seq., as further indicated in the Resolution included as Exhibit B.

The Energy Contractors will design, secure agency approval, install, commission, maintain, and guarantee production of all-inclusive, fully operational solar photovoltaic (PV) canopies/carports and roof-mounted systems at 21 school sites. In addition, the Energy Contractors will install infrastructure for new and future electric vehicle (EV) charging stations at 13 sites. The total value of the Agreements to design and install the PV Projects is approximately \$93.4 million.

After the Energy Contractors have achieved substantial completion and obtained permission to operate the PV systems from the utility providers, Los Angeles Department of Water and Power (LADWP) and Southern California Edison (SCE), the Los Angeles Unified School District (District or Los Angeles Unified) will enter into an Operations & Maintenance Agreement (O&M) and Performance Guarantee for each site for 10 years with Centrica and 25 years with Ameresco, Inc. Separate from the bond-funded project costs, these contracts will be funded by the General Fund at an approximate cost of \$9.9 million.

#### **Background:**

The Agreements presented in this action support efforts related to the Board Resolution Transitioning Los Angeles Unified School District to 100% Clean, Renewable Energy Resulting in Healthier Students and More Sustainable, Equitable Communities. The Board Resolution commits to the goals of achieving 100% clean,

renewable energy in its electricity sector by 2030 and in all energy sectors, including heating, ventilation, air conditioning (HVAC), cooking, and transportation by 2040.

The installation of PV systems to generate electricity from solar power allows the District to significantly offset its energy costs over the long term and achieve its environmental stewardship and clean energy goals. Based on the proposed PV system sizes as shown in Exhibit A, the Office of Eco-Sustainability estimates the total 25-year energy production for the 21 school sites is \$178 million. The net cost avoidance to the District, including project costs and O&M costs, is anticipated to be up to approximately \$45.7 million over the 25-year lifespan of the equipment due to on-site electricity generation from the PV systems and the benefits of electric vehicle charging stations and infrastructure. Based on the same assumptions, the utility cost avoidance to the General Fund over 25 years is anticipated to be up to approximately \$168 million. The anticipated cost avoidance in energy costs is set forth in Exhibit B.

Seven of these PV Projects were initially approved by the Board under a Pilot Program in October 2021. These projects were originally bid via Request for Proposal (RFP) where the agreements were structured as power purchase agreements by which the cost of design and construction were to be funded by the energy contractors at no cost to the District. The District planned to pay the contractors for energy generated by the systems over 25 years from General Funds. However, due to extreme inflation experienced shortly after that Board action, the contracts associated with Pilot Program were not executed and in June 2023, Los Angeles Unified issued a subsequent RFP resulting in the Agreements included in this action. District leadership determined that bond funds are the most appropriate funding source for these projects.

The 14 remaining PV Projects (Phase 1) were a result of an RFP issued in April 2022. These Phase 1 PV Projects were originally approved by the Board on January 23, 2024, to execute agreements. At that time, the Phase 1 PV Projects were approved with funding from the General Fund using vendor financing. The District would have made annual payments to the Energy Contractors over a 25-year period after the PV systems were approved to be activated by the utility providers. Subsequent to the January 2024 Board approval, it was determined that the terms of the vendor financing were unfavorable, and the planned funding source was changed to bond funds.

The school sites were selected based on high energy use within the geographic areas of two utility providers, Los Angeles Department of Water and Power and Southern California Edison. Other factors considered were sites that had been identified for future roof replacement, and sites with newly installed roofs to avoid roof warranty issues and minimize roof penetrations that could cause water leakage. In addition to the PV systems, many of these PV Projects will also install Level 2 EV charging stations and/or conduit for future charging stations. The school sites are located across all seven Board Districts and Regions within Los Angeles Unified.

Construction activities related to the installation of the PV system is anticipated to begin in the third quarter of 2025 and will be completed by the third quarter of 2027. Following completion, the Energy Contractors will secure permission to operate, which is the local utility provider's authorization to interconnect the PV systems to the electrical grid.

#### **Expected Outcomes:**

Adopt a Resolution and authorize staff to execute Agreements with Energy Contractors for 21 PV Projects. Staff estimates that the PV Projects will optimize the District's energy generation, conservation, and cost avoidance pursuant to California Government Code §4217.10 et seq.

### **Board Options and Consequences:**

Adoption of staff's proposal will permit the District to proceed with the implementation of PV Projects at 21 school sites as part of the pathway for achieving the District's goal of 100% Clean, Renewable Energy Resulting in Healthier Students and More Sustainable, Equitable Communities Board Resolution.

If the proposed action is not adopted, the PV Projects will not be implemented, and the District will not benefit from the anticipated net cost avoidance and the progress towards meeting the District's 100% clean, renewable energy goals would not occur. Furthermore, staff would not be able to evaluate the PV Projects to determine applicability at other school sites in order to reach the District's 100% clean, renewable energy goals in its electricity sector by 2030.

### **Policy Implications:**

The requested action does not impact District policies. Staff's proposal is consistent with Los Angeles Unified's clean energy goals and advances the 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness Modernizing Infrastructure and supports the Transitioning Los Angeles Unified School District to 100% Clean, Renewable Energy Resulting in Healthier Students and More Sustainable, Equitable Communities Board Resolution.

### **Budget Impact:**

The aggregate contract value of the agreements for design and construction of the PV systems is approximately \$93.4 million (\$78.2 million for Centrica and \$15.2 million for Ameresco, Inc.). These contracts, which constitute part of the total PV Project budgets, will be funded with bond program funds earmarked for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency.

Separately, after the Energy Contractors have secured permission from the utility providers to operate the PV systems, the District will make annual payments to the Energy Contractors for O&M and Performance Guarantee amounts estimated at \$9.9 million over 25 years funded by General Funds.

Based on the proposed PV system sizes as shown in Exhibit A, the Eco-Sustainability Office estimates the net cost avoidance to the District including project costs and O&M costs is anticipated to be up to approximately \$45.7 million over the 25-year lifespan of the equipment due to on-site electricity generation from the PV systems and the benefits of electric vehicle charging stations and infrastructure. Based on the same assumptions, the utility cost avoidance to the General Fund over 25 years is anticipated to be up to approximately \$168 million. The anticipated cost avoidance in energy costs is set forth in Exhibit B.

### **Student Impact:**

Once completed, the PV Projects will help reduce energy consumption, thus lowering the utilities cost impact to the General Fund and allow for more financial resources to be allocated to support educational programs. Additionally, clean renewable energy technologies at schools, such as carport and rooftop solar PV systems and Level 2 EV charging stations, provide an educational opportunity for students to learn about real-world energy issues. Such project-based and hands-on experience can help further their science, technology, engineering, and mathematics (STEM) education at these campuses serving approximately 23,500 students.

### **Equity Impact:**

The school sites were selected based on high energy use within the geographic areas of two utility providers, LADWP and SCE. Other factors considered were sites that had been identified for future roof replacement, and sites with newly installed roofs to avoid roof warranty issues and minimize roof penetrations that could cause water leakage.

**Issues and Analysis:**

The proposed action will enable Los Angeles Unified to install up to 15 megawatts (MW) of solar power on 21 school sites within the framework of turnkey agreements for system installations and for the subsequent O&M and Performance Guarantee with a 10-year or a 25-year period depending upon the energy contractor. (A turnkey agreement is a contract for design, construction, installation, permitting, and operations and maintenance, whereby the contracted entity assumes total responsibility for the project.) The PV Projects require compliance with all laws, rules, regulations, and standards for public school construction.

California Government Code §4217.12 allows public agencies to use the procurement method it determines is in the best interests of the public agency. To satisfy the requirements of California Government Code §4217.12, the Board shall adopt the proposed Resolution, making findings and determinations of the energy cost savings, at a regularly scheduled public hearing of which public notice is given at least two weeks in advance. Public Notice of the proposed Resolution and Public Hearing was posted at the Los Angeles Unified Headquarters located at 333 South Beaudry Avenue, Los Angeles, CA 90017.

**Attachments:**

Exhibit A: List of School Sites

Exhibit B: Resolution to Make Certain Determinations and Findings Pursuant to California Government Code §4217.10 Et Seq., and Authorize Entering into Energy Services Contracts with Energy Contractors for 21 Solar Photovoltaic Projects

**Submitted:**

12/03/24


File #: Rep-167-24/25, Version: 1  
In Control: Facilities

Agenda Date: 2/11/2025

**RESPECTFULLY SUBMITTED,**

  
ALBERTO M. CARVALHO  
Superintendent

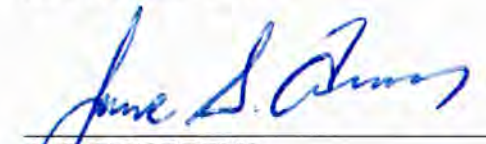
**APPROVED BY:**

  
PEDRO SALCIDO  
Deputy Superintendent,  
Business Services and Operations

**REVIEWED BY:**

  
DEVORA NAVERA REED  
General Counsel

**APPROVED BY:**

  
JAIME TORRENS  
Senior Advisor to the Superintendent

✓ Approved as to form.

**REVIEWED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

**APPROVED & PRESENTED BY:**

  
KRISZTINA TOKES  
Chief Facilities Executive  
Facilities Services Division

✓ Approved as to budget impact statement.

**APPROVED & PRESENTED BY:**

  
MATTHEW FRIEDMAN  
Chief Procurement Officer  
Procurement Services Division

**APPROVED & PRESENTED BY:**

  
CHRISTOS CHRYSILIOU  
Chief Eco-Sustainability Officer  
Eco-Sustainability Office

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Board of Education Report**

**Exhibit A**  
**List of School Sites**

| #  | BD | Region | RFP # | Energy Contractor | School Site                              | Agreement Amount | PV System Size (MW) | EV Chargers & Infrastructure |
|----|----|--------|-------|-------------------|--|------------------|---------------------|------------------------------|
| 1  | 1  | South  | 22022 | Centrica          | Crenshaw Magnet HS                       | \$7,313,692      | 1.207               | 12                           |
| 2  | 1  | South  | 22022 | Centrica          | Dorsey HS                                | \$5,295,552      | 0.846               | 0                            |
| 3  | 1  | West   | 23031 | Centrica          | Los Angeles Center for Enriched Studies  | \$5,753,935      | 0.865               | 4                            |
| 4  | 1  | West   | 23031 | Centrica          | Los Angeles HS                           | \$5,994,809      | 0.982               | 0                            |
| 5  | 1  | South  | 22022 | Centrica          | Muir MS                                  | \$3,614,254      | 0.612               | 0                            |
| 6  | 2  | East   | 22022 | Centrica          | Franklin HS                              | \$5,019,872      | 0.763               | 0                            |
| 7  | 3  | North  | 23031 | Centrica          | Mulholland MS                            | \$4,559,180      | 0.556               | 13                           |
| 8  | 3  | North  | 23031 | Centrica          | Nobel Charter MS                         | \$3,790,734      | 0.590               | 0                            |
| 9  | 3  | North  | 22022 | Ameresco, Inc.    | Northridge MS                            | \$3,661,457      | 0.674               | 2                            |
| 10 | 4  | North  | 22022 | Ameresco, Inc.    | Sherman Oaks Center for Enriched Studies | \$3,111,664      | 0.527               | 2                            |
| 11 | 4  | North  | 22022 | Ameresco, Inc.    | Sutter MS                                | \$3,136,320      | 0.510               | 2                            |
| 12 | 5  | East   | 22022 | Centrica          | Bell HS                                  | \$5,636,847      | 0.959               | 0                            |
| 13 | 5  | East   | 23031 | Centrica          | San Miguel ES                            | \$1,123,561      | 0.264               | 0                            |
| 14 | 5  | East   | 23031 | Centrica          | South Gate MS                            | \$3,456,429      | 0.441               | 11                           |
| 15 | 6  | North  | 22022 | Ameresco, Inc.    | Pacoima MS                               | \$3,113,763      | 0.588               | 2                            |

| #  | BD | Region | RFP # | Energy Contractor | School Site            | Agreement Amount    | PV System Size (MW) | EV Chargers & Infrastructure |
|----|----|--------|-------|-------------------|------------------------|---------------------|---------------------|------------------------------|
| 16 | 6  | North  | 22022 | Ameresco, Inc.    | Sun Valley Magnet      | \$2,186,429         | 0.423               | 2                            |
| 17 | 7  | South  | 22022 | Centrica          | Drew MS                | \$4,352,537         | 0.691               | 8                            |
| 18 | 7  | South  | 22022 | Centrica          | Edison MS              | \$3,939,951         | 0.631               | 9                            |
| 19 | 7  | South  | 22022 | Centrica          | Fremont HS             | \$8,137,723         | 1.390               | 17                           |
| 20 | 7  | East   | 22022 | Centrica          | Los Angeles Academy MS | \$4,679,052         | 0.791               | 0                            |
| 21 | 7  | South  | 23031 | Centrica          | Markham MS             | \$5,486,914         | 0.706               | 5                            |
|    |    |        |       |                   | <b>TOTAL</b>           | <b>\$93,364,675</b> | <b>15.016</b>       | <b>89</b>                    |

## EXHIBIT B

### RESOLUTION TO MAKE CERTAIN DETERMINATIONS AND FINDINGS PURSUANT TO CALIFORNIA GOVERNMENT CODE §4217.10 ET SEQ., AND AUTHORIZE ENTERING INTO ENERGY SERVICES CONTRACTS WITH ENERGY CONTRACTORS FOR 21 SOLAR PHOTOVOLTAIC PROJECTS

**WHEREAS**, Centrica Business Solutions Services, Inc. (Centrica) and Ameresco, Inc. (“**Energy Contractors**”) have represented to the Los Angeles Unified School District (“**District**”) that Energy Contractors have developed certain procedures for the design and installation of energy conservation measures as defined in California Government Code §4217.11 (“**Energy Conservation Measures**”); and

**WHEREAS**, Energy Contractors have analyzed the energy needs of the following District school sites:

1. Bell High School, 4328 Bell Ave., Bell, CA 90201
2. Crenshaw Magnet High School, 5010 11<sup>th</sup> Ave., Los Angeles, CA 90043
3. Dorsey High School, 3537 Farmdale Ave., Los Angeles, CA 90016
4. Drew Middle School, 8511 Compton Ave., Los Angeles, CA 90001
5. Edison Middle School, 6500 Hooper Ave., Los Angeles, CA 90001
6. Franklin High School, 820 N. Ave. 54, Los Angeles, CA 90042
7. Fremont High School, 7676 S. San Pedro St., Los Angeles, CA 90003
8. Los Angeles Academy Middle School, 644 E. 56<sup>th</sup> St., Los Angeles, CA 90011
9. Muir Middle School, 5929 S. Vermont Ave., Los Angeles, CA 90044
10. Northridge Middle School, 17960 Chase St., Northridge, CA 91325
11. Pacoima Middle School, 9919 Laurel Canyon Blvd., Pacoima, CA 91331
12. Sherman Oaks Center for Enriched Studies, 18605 Erwin St., Reseda, CA 91335
13. Sun Valley Magnet, 7330 Bakman Ave., Sun Valley, CA 91352
14. Sutter Middle School, 7330 Winnetka Ave., Winnetka, CA 91306
15. Los Angeles Center for Enriched Studies, 5931 W. 18<sup>th</sup> St., Los Angeles, CA 90035
16. Los Angeles High School, 4650 W. Olympic Blvd., Los Angeles, CA 90019
17. Markham Middle School, 1650 E. 104<sup>th</sup> St., Los Angeles, CA 90002
18. Mulholland Middle School, 17120 Vanowen St., Lake Balboa, CA 91406
19. Nobel Charter Middle School, 9950 Tampa Ave., Northridge, CA 91324
20. San Miguel Elementary School, 9801 San Miguel Ave., South Gate, CA 90280
21. South Gate Middle School, 4100 Firestone Blvd., South Gate, CA 90280

(collectively “**School Sites**”) and have represented that Energy Contractors’ providing the Energy Conservation Measures at the School Sites will result in a reduction in energy consumption or demand that will result in net cost avoidance to the District (“**Cost Avoidance**”). A list of the School Sites and an energy analysis is attached as **Attachment A** and incorporated herein (“**School Sites List**” and “**Energy Analysis**”); and

**WHEREAS**, Energy Contractors have represented to the District that Energy Contractors can provide, install, and construct the Energy Conservation Measures; and



**WHEREAS**, based upon the Energy Analysis and presentation by District staff and its consultants, the anticipated cost of \$132.3 million to the District for Energy Contractors to design, provide, install, construct and maintain the Energy Conservation Measures will be less than the anticipated marginal cost of \$178 million to the District of thermal, electrical, or other energy that would have been consumed by the District over a 25-year period in the absence of the Energy Conservation Measures resulting in a cost savings of \$45.7 million; and

**WHEREAS**, California Government Code §4217.12(a) authorizes a public agency to enter into an energy services contract if the determination is made at a regularly scheduled public hearing, public notice of which is given at least two weeks in advance, and if the governing body finds that the anticipated cost to the public agency for thermal or electrical energy or conservation services provided by the energy conservation facility under the contract will be less than the anticipated marginal cost to the public agency of thermal, electrical, or other energy that would have been consumed by the public agency in the absence of those purchases; and

**WHEREAS**, on this date, pursuant to California Government Code §4217.10 et seq., the District's Governing Board held a public hearing with respect to the District entering into energy services contracts with Energy Contractors ("**Energy Services Contract**"); and

**WHEREAS**, the Governing Board has determined that the anticipated cost of the energy consumption or demand to the District pursuant to an Energy Services Contract will be less than the anticipated marginal cost to the District in the absence of the Energy Conservation Measures and an Energy Services Contract; and

**WHEREAS**, the District desires to retain Energy Contractors to design, provide, install, and construct the Energy Conservation Measures pursuant to the terms and conditions of an Energy Services Contract.

**NOW, THEREFORE**, it is found, determined, and resolved by the Governing Board of the District as follows:

1. That the District held a public hearing at a regularly scheduled meeting of the Governing Board.
2. Based upon reports of staff, reviewed by the Governing Board in connection herewith, and pursuant to California Government Code §4217.12, the anticipated cost of the energy consumption or demand to the District pursuant to an Energy Services Contract will be less than the anticipated marginal cost to the District in the absence of the Energy Conservation Measures and an Energy Services Contract.
3. It is in the best interest of the District to enter into an Energy Services Contract with the Energy Contractors.
4. That the District's superintendent or designee is authorized to enter into an Energy Service Contract with the Energy Contractors for the sites listed in the School Sites List and Energy

Analysis attached as **Attachment A**, subject to the District's standard terms and conditions approved by the Office of the General Counsel.

PASSED AND ADOPTED by the Board of Education of the Los Angeles Unified School District, on \_\_\_\_\_, 20\_\_\_\_, by the following vote:

**AYES:**

**NOES:**

**ABSTAINED:**

**ABSENT:**

### **CERTIFICATION**

I, \_\_\_\_\_ Executive Officer of the Board of Education of the Los Angeles Unified School District, Los Angeles County, State of California, do hereby certify that the foregoing Resolution was duly approved and adopted by the Board of Education of the Los Angeles Unified School District at a meeting after a hearing that was held on \_\_\_\_\_, 20\_\_\_\_, with a copy of the Resolution being on file in the District's Office of the Executive Officer.

\_\_\_\_\_  
Executive Officer, Board of  
Education of the Los Angeles Unified  
School District

Attachments:

Attachment A – School Sites List and Energy Analysis

# ATTACHMENT A – School Sites List and Energy Analysis

## School Sites:

| No. | BD | Region | School                                   | Address  | PV*<br>System<br>Size<br>(MW) |
|-----|----|--------|--|--|-------------------------------|
| 1   | 5  | East   | Bell High School                         | 4328 Bell Ave., Bell, CA 90201                       | 0.959                         |
| 2   | 1  | South  | Crenshaw Magnet High School              | 5010 11 <sup>th</sup> Ave., Los Angeles, CA 90043    | 1.207                         |
| 3   | 1  | South  | Dorsey High School                       | 3537 Farmdale Ave., Los Angeles, CA 90016            | 0.846                         |
| 4   | 7  | South  | Drew Middle School                       | 8511 Compton Ave., Los Angeles, CA 90001             | 0.691                         |
| 5   | 7  | South  | Edison Middle School                     | 6500 Hooper Ave., Los Angeles, CA 90001              | 0.631                         |
| 6   | 2  | East   | Franklin High School                     | 820 N. Ave. 54, Los Angeles, CA 90042                | 0.763                         |
| 7   | 7  | South  | Fremont High School                      | 7676 S. San Pedro St., Los Angeles, CA 90003         | 1.390                         |
| 8   | 7  | East   | Los Angeles Academy Middle School        | 644 E. 56 <sup>th</sup> St., Los Angeles, CA 90011   | 0.791                         |
| 9   | 1  | South  | Muir Middle School                       | 5929 S. Vermont Ave., Los Angeles, CA 90044          | 0.612                         |
| 10  | 3  | North  | Northridge Middle School                 | 17960 Chase St., Northridge, CA 91325                | 0.674                         |
| 11  | 6  | North  | Pacoima Middle School                    | 9919 Laurel Canyon Blvd., Pacoima, CA 91331          | 0.588                         |
| 12  | 4  | North  | Sherman Oaks Center for Enriched Studies | 18605 Erwin St., Reseda, CA 91335                    | 0.527                         |
| 13  | 6  | North  | Sun Valley Magnet                        | 7330 Bakman Ave., Sun Valley, CA 91352               | 0.423                         |
| 14  | 4  | North  | Sutter Middle School                     | 7330 Winnetka Ave., Winnetka, CA 91306               | 0.510                         |
| 15  | 1  | West   | Los Angeles Center for Enriched Studies  | 5931 W. 18 <sup>th</sup> St., Los Angeles, CA 90035  | 0.865                         |
| 16  | 1  | West   | Los Angeles High School                  | 4650 W. Olympic Blvd., Los Angeles, CA 90019         | 0.982                         |
| 17  | 7  | South  | Markham Middle School                    | 1650 E. 104 <sup>th</sup> St., Los Angeles, CA 90002 | 0.706                         |
| 18  | 3  | North  | Mulholland Middle School                 | 17120 Vanowen St., Lake Balboa, CA 91406             | 0.556                         |
| 19  | 3  | North  | Nobel Charter Middle School              | 9950 Tampa Ave., Northridge, CA 91324                | 0.590                         |
| 20  | 5  | East   | San Miguel Elementary School             | 9801 San Miguel Ave., South Gate, CA 90280           | 0.264                         |
| 21  | 5  | East   | South Gate Middle School                 | 4100 Firestone Blvd., South Gate, CA 90280           | 0.441                         |

\*PV = Photovoltaic

**Energy Analysis (Provided by the Eco-Sustainability Office):**

1. The installed Solar PV Systems will generate a total of 555,664 MWh over 25 years which is an estimated \$178 million in cost avoidance. The Total Project Costs are comprised of design costs, installation costs, and District administrative costs of approximately \$122.4 million funded through Program Bond funds. The total Operations & Maintenance costs and Performance Guarantee will cost a total of \$9.9 million in General Funds over 25 years.
2. The Net Cost Avoidance of \$45.7 million is based on the estimated 25 Year Energy Production of \$178 million less the Total Project Costs of \$122.4 million and less the costs related to the Operations & Maintenance (O&M) Agreement and Performance Guarantee of \$9.9 million.
3. The General Fund Cost Avoidance of \$168 million is based on the estimated 25 Year Energy Production of \$178 million less the costs related to the O&M Agreement and Performance Guarantee of \$9.9 million.

**Assumptions:**

- It is assumed that the solar photovoltaic panels have an equipment life of at least 25 years.
- Electricity rate escalation: 3%
- PV degradation rate: 0.5%

## Energy Analysis Overview

| No.            | BD | Region | Energy Contractor | School Site                              | Est. 25 Yr. Energy Production | Total Project Costs to District | O&M & PeGu* Costs Over 25 Yrs. | Est. 25 Year Net Cost Avoidance | Est. 25 Yr. General Fund Cost Avoidance |
|----------------|----|--------|-------------------|--|-------------------------------|---------------------------------|--------------------------------|---------------------------------|---|
| 1              | 5  | East   | Centrica          | Bell HS                                  | \$12,002,921                  | \$7,274,924                     | \$274,902                      | \$4,453,097                     | \$11,728,021                            |
| 2              | 1  | South  | Centrica          | Crenshaw Magnet HS                       | \$14,867,756                  | \$9,300,587                     | \$330,160                      | \$5,237,009                     | \$14,537,596                            |
| 3              | 1  | South  | Centrica          | Dorsey HS                                | \$9,704,221                   | \$6,862,632                     | \$259,084                      | \$2,582,505                     | \$9,445,137                             |
| 4              | 7  | South  | Centrica          | Drew MS                                  | \$8,047,624                   | \$5,723,453                     | \$237,302                      | \$2,086,869                     | \$7,810,322                             |
| 5              | 7  | South  | Centrica          | Edison MS                                | \$7,612,471                   | \$5,215,047                     | \$191,448                      | \$2,205,976                     | \$7,421,023                             |
| 6              | 2  | East   | Centrica          | Franklin HS                              | \$9,348,745                   | \$6,529,607                     | \$285,451                      | \$2,533,690                     | \$9,063,297                             |
| 7              | 7  | South  | Centrica          | Fremont HS                               | \$15,790,588                  | \$10,296,032                    | \$307,233                      | \$5,187,324                     | \$15,483,356                            |
| 8              | 7  | East   | Centrica          | Los Angeles Academy MS                   | \$9,090,695                   | \$6,117,889                     | \$265,732                      | \$2,707,075                     | \$8,824,964                             |
| 9              | 1  | South  | Centrica          | Muir MS                                  | \$7,051,490                   | \$4,855,984                     | \$251,060                      | \$1,944,445                     | \$6,800,429                             |
| 10             | 3  | North  | Ameresco          | Northridge MS                            | \$8,255,456                   | \$4,888,613                     | \$1,282,564                    | \$2,084,279                     | \$6,972,892                             |
| 11             | 6  | North  | Ameresco          | Pacoima MS                               | \$7,499,496                   | \$4,237,615                     | \$1,181,171                    | \$2,080,710                     | \$6,318,325                             |
| 12             | 4  | North  | Ameresco          | Sherman Oaks Center for Enriched Studies | \$6,960,500                   | \$4,235,022                     | \$1,093,705                    | \$1,631,772                     | \$5,866,794                             |
| 13             | 6  | North  | Ameresco          | Sun Valley Magnet                        | \$5,684,833                   | \$3,038,334                     | \$923,951                      | \$1,722,549                     | \$4,760,883                             |
| 14             | 4  | North  | Ameresco          | Sutter MS                                | \$6,643,098                   | \$4,265,486                     | \$1,051,266                    | \$1,326,346                     | \$5,591,832                             |
| 15             | 1  | West   | Centrica          | Los Angeles Center for Enriched Studies  | \$10,310,055                  | \$7,416,368                     | \$357,085                      | \$2,536,602                     | \$9,952,970                             |
| 16             | 1  | West   | Centrica          | Los Angeles HS                           | \$10,556,994                  | \$7,707,349                     | \$378,151                      | \$2,471,494                     | \$10,178,843                            |
| 17             | 7  | South  | Centrica          | Markham MS                               | \$8,458,019                   | \$7,093,801                     | \$311,391                      | \$1,052,827                     | \$8,146,628                             |
| 18             | 3  | North  | Centrica          | Mulholland MS                            | \$6,746,586                   | \$5,973,080                     | \$265,409                      | \$508,097                       | \$6,481,177                             |
| 19             | 3  | North  | Centrica          | Nobel Charter MS                         | \$6,319,192                   | \$5,032,329                     | \$247,730                      | \$1,039,133                     | \$6,071,462                             |
| 20             | 5  | East   | Centrica          | San Miguel ES                            | \$2,154,002                   | \$1,681,284                     | \$208,377                      | \$264,340                       | \$1,945,625                             |
| 21             | 5  | East   | Centrica          | South Gate MS                            | \$4,894,993                   | \$4,660,987                     | \$233,823                      | \$183                           | \$4,661,170                             |
| <b>TOTALS:</b> |    |        |                   |  | <b>\$177,999,741</b>          | <b>\$122,406,423</b>            | <b>\$9,936,995</b>             | <b>\$45,656,323</b>             | <b>\$168,062,746</b>                    |

\*O&M & PeGu = Operation & Maintenance Agreement and Performance Guarantee

**Combined Annual Cost Avoidance  
Of All 21 School Sites**

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 23,512,380                     | \$5,202,330                       | \$122,406,423                     | \$535,943                                | -\$117,740,036                                | \$4,666,387   |
| 2    | 23,404,264                     | \$5,333,716                       |                                   | \$552,018                                | \$4,781,697                                   | \$4,781,697   |
| 3    | 23,293,431                     | \$5,467,698                       |                                   | \$568,582                                | \$4,899,116                                   | \$4,899,116   |
| 4    | 23,183,125                     | \$5,605,044                       |                                   | \$585,638                                | \$5,019,406                                   | \$5,019,406   |
| 5    | 23,073,341                     | \$5,745,842                       |                                   | \$603,207                                | \$5,142,635                                   | \$5,142,635   |
| 6    | 22,964,076                     | \$5,890,175                       |                                   | \$621,303                                | \$5,268,872                                   | \$5,268,872   |
| 7    | 22,855,332                     | \$6,038,138                       |                                   | \$639,943                                | \$5,398,195                                   | \$5,398,195   |
| 8    | 22,747,104                     | \$6,189,817                       |                                   | \$659,139                                | \$5,530,678                                   | \$5,530,678   |
| 9    | 22,639,391                     | \$6,345,306                       |                                   | \$678,914                                | \$5,666,392                                   | \$5,666,392   |
| 10   | 22,532,189                     | \$6,504,702                       |                                   | \$699,284                                | \$5,805,418                                   | \$5,805,418   |
| 11   | 22,425,496                     | \$6,668,104                       |                                   | \$203,938                                | \$6,464,166                                   | \$6,464,166   |
| 12   | 22,319,309                     | \$6,835,608                       |                                   | \$210,056                                | \$6,625,552                                   | \$6,625,552   |
| 13   | 22,213,626                     | \$7,007,320                       |                                   | \$216,358                                | \$6,790,963                                   | \$6,790,963   |
| 14   | 22,108,448                     | \$7,183,348                       |                                   | \$222,849                                | \$6,960,500                                   | \$6,960,500   |
| 15   | 22,003,766                     | \$7,363,798                       |                                   | \$229,534                                | \$7,134,264                                   | \$7,134,264   |
| 16   | 21,899,582                     | \$7,548,782                       |                                   | \$236,420                                | \$7,312,362                                   | \$7,312,362   |
| 17   | 21,795,892                     | \$7,738,412                       |                                   | \$243,513                                | \$7,494,899                                   | \$7,494,899   |
| 18   | 21,692,695                     | \$7,932,806                       |                                   | \$250,818                                | \$7,681,989                                   | \$7,681,989   |
| 19   | 21,589,989                     | \$8,132,086                       |                                   | \$258,343                                | \$7,873,744                                   | \$7,873,744   |
| 20   | 21,487,769                     | \$8,336,369                       |                                   | \$266,093                                | \$8,070,276                                   | \$8,070,276   |
| 21   | 21,386,036                     | \$8,545,786                       |                                   | \$274,076                                | \$8,271,710                                   | \$8,271,710   |
| 22   | 21,284,783                     | \$8,760,468                       |                                   | \$282,298                                | \$8,478,170                                   | \$8,478,170   |
| 23   | 21,184,012                     | \$8,980,536                       |                                   | \$290,767                                | \$8,689,769                                   | \$8,689,769   |
| 24   | 21,083,722                     | \$9,206,140                       |                                   | \$299,490                                | \$8,906,650                                   | \$8,906,650   |
| 25   | 20,983,905                     | \$9,437,407                       |                                   | \$308,474                                | \$9,128,933                                   | \$9,128,933   |
|      | <b>555,663,662</b>             | <b>\$177,999,741</b>              | <b>\$122,406,423</b>              | <b>\$9,936,996</b>                       | <b>\$45,656,323</b>                           | <b>\$168,062,746</b>                                  |

### Bell High School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 1,509,445                      | \$349,738                         | \$7,274,924                       | \$23,980.00                              | -\$6,949,166                                  | \$325,758   |
| 2    | 1,502,652                      | \$358,610                         |                                   | \$24,699.00                              | \$333,911                                     | \$333,911   |
| 3    | 1,495,891                      | \$367,706                         |                                   | \$25,440.00                              | \$342,266                                     | \$342,266   |
| 4    | 1,489,159                      | \$377,033                         |                                   | \$26,204.00                              | \$350,829                                     | \$350,829   |
| 5    | 1,482,458                      | \$386,596                         |                                   | \$26,990.00                              | \$359,606                                     | \$359,606   |
| 6    | 1,475,787                      | \$396,402                         |                                   | \$27,799.00                              | \$368,603                                     | \$368,603   |
| 7    | 1,469,146                      | \$406,457                         |                                   | \$28,633.00                              | \$377,824                                     | \$377,824   |
| 8    | 1,462,535                      | \$416,766                         |                                   | \$29,492.00                              | \$387,274                                     | \$387,274   |
| 9    | 1,455,953                      | \$427,338                         |                                   | \$30,377.00                              | \$396,961                                     | \$396,961   |
| 10   | 1,449,401                      | \$438,177                         |                                   | \$31,288.00                              | \$406,889                                     | \$406,889   |
| 11   | 1,442,879                      | \$449,292                         |                                   |  | \$449,292                                     | \$449,292   |
| 12   | 1,436,386                      | \$460,688                         |                                   |  | \$460,688                                     | \$460,688   |
| 13   | 1,429,922                      | \$472,373                         |                                   |  | \$472,373                                     | \$472,373   |
| 14   | 1,423,488                      | \$484,355                         |                                   |  | \$484,355                                     | \$484,355   |
| 15   | 1,417,082                      | \$496,641                         |                                   |  | \$496,641                                     | \$496,641   |
| 16   | 1,410,705                      | \$509,238                         |                                   |  | \$509,238                                     | \$509,238   |
| 17   | 1,404,357                      | \$522,155                         |                                   |  | \$522,155                                     | \$522,155   |
| 18   | 1,398,037                      | \$535,399                         |                                   |  | \$535,399                                     | \$535,399   |
| 19   | 1,391,746                      | \$548,980                         |                                   |  | \$548,980                                     | \$548,980   |
| 20   | 1,385,483                      | \$562,904                         |                                   |  | \$562,904                                     | \$562,904   |
| 21   | 1,379,249                      | \$577,182                         |                                   |  | \$577,182                                     | \$577,182   |
| 22   | 1,373,042                      | \$591,823                         |                                   |  | \$591,823                                     | \$591,823   |
| 23   | 1,366,863                      | \$606,834                         |                                   |  | \$606,834                                     | \$606,834   |
| 24   | 1,360,712                      | \$622,227                         |                                   |  | \$622,227                                     | \$622,227   |
| 25   | 1,354,589                      | \$638,009                         |                                   |  | \$638,009                                     | \$638,009   |
|      | <b>35,766,969</b>              | <b>\$12,002,921</b>               | <b>\$7,274,924</b>                | <b>\$274,902</b>                         | <b>\$4,453,097</b>                            | <b>\$11,728,021</b>                                   |

## Crenshaw Magnet High School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payment (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|--|---|
| 1    | 1,905,910                      | \$433,213                         | \$9,300,587                       | \$28,800                                 | -\$8,896,174                                 | \$404,413   |
| 2    | 1,897,333                      | \$444,202                         |                                   | \$29,664                                 | \$414,538                                    | \$414,538   |
| 3    | 1,888,795                      | \$455,469                         |                                   | \$30,554                                 | \$424,915                                    | \$424,915   |
| 4    | 1,880,296                      | \$467,022                         |                                   | \$31,471                                 | \$435,551                                    | \$435,551   |
| 5    | 1,871,834                      | \$478,868                         |                                   | \$32,415                                 | \$446,453                                    | \$446,453   |
| 6    | 1,863,411                      | \$491,014                         |                                   | \$33,387                                 | \$457,627                                    | \$457,627   |
| 7    | 1,855,026                      | \$503,469                         |                                   | \$34,389                                 | \$469,080                                    | \$469,080   |
| 8    | 1,846,678                      | \$516,240                         |                                   | \$35,420                                 | \$480,820                                    | \$480,820   |
| 9    | 1,838,368                      | \$529,334                         |                                   | \$36,483                                 | \$492,851                                    | \$492,851   |
| 10   | 1,830,096                      | \$542,760                         |                                   | \$37,577                                 | \$505,183                                    | \$505,183   |
| 11   | 1,821,860                      | \$556,528                         |                                   |  | \$556,528                                    | \$556,528   |
| 12   | 1,813,662                      | \$570,644                         |                                   |  | \$570,644                                    | \$570,644   |
| 13   | 1,805,500                      | \$585,118                         |                                   |  | \$585,118                                    | \$585,118   |
| 14   | 1,797,376                      | \$599,960                         |                                   |  | \$599,960                                    | \$599,960   |
| 15   | 1,789,287                      | \$615,178                         |                                   |  | \$615,178                                    | \$615,178   |
| 16   | 1,781,236                      | \$630,782                         |                                   |  | \$630,782                                    | \$630,782   |
| 17   | 1,773,220                      | \$646,782                         |                                   |  | \$646,782                                    | \$646,782   |
| 18   | 1,765,240                      | \$663,187                         |                                   |  | \$663,187                                    | \$663,187   |
| 19   | 1,757,297                      | \$680,009                         |                                   |  | \$680,009                                    | \$680,009   |
| 20   | 1,749,389                      | \$697,257                         |                                   |  | \$697,257                                    | \$697,257   |
| 21   | 1,741,517                      | \$714,943                         |                                   |  | \$714,943                                    | \$714,943   |
| 22   | 1,733,680                      | \$733,078                         |                                   |  | \$733,078                                    | \$733,078   |
| 23   | 1,725,878                      | \$751,672                         |                                   |  | \$751,672                                    | \$751,672   |
| 24   | 1,718,112                      | \$770,739                         |                                   |  | \$770,739                                    | \$770,739   |
| 25   | 1,710,380                      | \$790,288                         |                                   |  | \$790,288                                    | \$790,288   |
|      | <b>45,161,383</b>              | <b>\$14,867,756</b>               | <b>\$9,300,587</b>                | <b>\$330,160</b>                         | <b>\$5,237,009</b>                           | <b>\$14,537,596</b>                                   |



## Dorsey High School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 1,288,785                      | \$282,759                         | \$6,862,632                       | \$22,600                                 | -\$6,602,472                                  | \$260,159   |
| 2    | 1,282,985                      | \$289,932                         |                                   | \$23,278                                 | \$266,654                                     | \$266,654   |
| 3    | 1,277,212                      | \$297,286                         |                                   | \$23,976                                 | \$273,310                                     | \$273,310   |
| 4    | 1,271,465                      | \$304,826                         |                                   | \$24,696                                 | \$280,130                                     | \$280,130   |
| 5    | 1,265,743                      | \$312,558                         |                                   | \$25,436                                 | \$287,122                                     | \$287,122   |
| 6    | 1,260,047                      | \$320,486                         |                                   | \$26,200                                 | \$294,286                                     | \$294,286   |
| 7    | 1,254,377                      | \$328,615                         |                                   | \$26,986                                 | \$301,629                                     | \$301,629   |
| 8    | 1,248,732                      | \$336,951                         |                                   | \$27,795                                 | \$309,156                                     | \$309,156   |
| 9    | 1,243,113                      | \$345,498                         |                                   | \$28,629                                 | \$316,869                                     | \$316,869   |
| 10   | 1,237,519                      | \$354,261                         |                                   | \$29,488                                 | \$324,773                                     | \$324,773   |
| 11   | 1,231,950                      | \$363,247                         |                                   |  | \$363,247                                     | \$363,247   |
| 12   | 1,226,406                      | \$372,461                         |                                   |  | \$372,461                                     | \$372,461   |
| 13   | 1,220,887                      | \$381,908                         |                                   |  | \$381,908                                     | \$381,908   |
| 14   | 1,215,394                      | \$391,595                         |                                   |  | \$391,595                                     | \$391,595   |
| 15   | 1,209,924                      | \$401,528                         |                                   |  | \$401,528                                     | \$401,528   |
| 16   | 1,204,480                      | \$411,713                         |                                   |  | \$411,713                                     | \$411,713   |
| 17   | 1,199,059                      | \$422,156                         |                                   |  | \$422,156                                     | \$422,156   |
| 18   | 1,193,664                      | \$432,864                         |                                   |  | \$432,864                                     | \$432,864   |
| 19   | 1,188,292                      | \$443,844                         |                                   |  | \$443,844                                     | \$443,844   |
| 20   | 1,182,945                      | \$455,102                         |                                   |  | \$455,102                                     | \$455,102   |
| 21   | 1,177,622                      | \$466,645                         |                                   |  | \$466,645                                     | \$466,645   |
| 22   | 1,172,322                      | \$478,482                         |                                   |  | \$478,482                                     | \$478,482   |
| 23   | 1,167,047                      | \$490,618                         |                                   |  | \$490,618                                     | \$490,618   |
| 24   | 1,161,795                      | \$503,063                         |                                   |  | \$503,063                                     | \$503,063   |
| 25   | 1,156,567                      | \$515,823                         |                                   |  | \$515,823                                     | \$515,823   |
|      | <b>30,538,332</b>              | <b>\$9,704,221</b>                | \$6,862,632                       | \$259,084                                | <b>\$2,582,505</b>                            | <b>\$9,445,137</b>                                    |

## Drew Middle School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Net Annual Cost Avoidance After Payment (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|--|---|
| 1    | 1,110,274                      | \$234,490                         | \$5,723,453                       | \$20,700.00                              | -\$5,509,663                                 | \$213,790   |
| 2    | 1,105,278                      | \$240,438                         |                                   | \$21,321.00                              | \$219,117                                    | \$219,117   |
| 3    | 1,100,304                      | \$246,536                         |                                   | \$21,961.00                              | \$224,575                                    | \$224,575   |
| 4    | 1,095,353                      | \$252,790                         |                                   | \$22,619.00                              | \$230,171                                    | \$230,171   |
| 5    | 1,090,424                      | \$259,202                         |                                   | \$23,298.00                              | \$235,904                                    | \$235,904   |
| 6    | 1,085,517                      | \$265,776                         |                                   | \$23,997.00                              | \$241,779                                    | \$241,779   |
| 7    | 1,080,632                      | \$272,518                         |                                   | \$24,717.00                              | \$247,801                                    | \$247,801   |
| 8    | 1,075,769                      | \$279,430                         |                                   | \$25,458.00                              | \$253,972                                    | \$253,972   |
| 9    | 1,070,928                      | \$286,518                         |                                   | \$26,222.00                              | \$260,296                                    | \$260,296   |
| 10   | 1,066,109                      | \$293,786                         |                                   | \$27,009.00                              | \$266,777                                    | \$266,777   |
| 11   | 1,061,311                      | \$301,237                         |                                   |  | \$301,237                                    | \$301,237   |
| 12   | 1,056,535                      | \$308,878                         |                                   |  | \$308,878                                    | \$308,878   |
| 13   | 1,051,781                      | \$316,713                         |                                   |  | \$316,713                                    | \$316,713   |
| 14   | 1,047,048                      | \$324,746                         |                                   |  | \$324,746                                    | \$324,746   |
| 15   | 1,042,336                      | \$332,984                         |                                   |  | \$332,984                                    | \$332,984   |
| 16   | 1,037,646                      | \$341,430                         |                                   |  | \$341,430                                    | \$341,430   |
| 17   | 1,032,976                      | \$350,090                         |                                   |  | \$350,090                                    | \$350,090   |
| 18   | 1,028,328                      | \$358,970                         |                                   |  | \$358,970                                    | \$358,970   |
| 19   | 1,023,701                      | \$368,075                         |                                   |  | \$368,075                                    | \$368,075   |
| 20   | 1,019,094                      | \$377,412                         |                                   |  | \$377,412                                    | \$377,412   |
| 21   | 1,014,508                      | \$386,985                         |                                   |  | \$386,985                                    | \$386,985   |
| 22   | 1,009,943                      | \$396,801                         |                                   |  | \$396,801                                    | \$396,801   |
| 23   | 1,005,398                      | \$406,865                         |                                   |  | \$406,865                                    | \$406,865   |
| 24   | 1,000,874                      | \$417,186                         |                                   |  | \$417,186                                    | \$417,186   |
| 25   | 996,370                        | \$427,768                         |                                   |  | \$427,768                                    | \$427,768   |
|      | <b>26,308,435</b>              | <b>\$8,047,624</b>                | <b>\$5,723,453</b>                | <b>\$237,302</b>                         | <b>\$2,086,869</b>                           | <b>\$7,810,322</b>                                    |

## Edison Middle School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 1,001,854                      | \$221,810                         | \$5,215,047                       | \$16,700.00                              | -\$5,009,937                                  | \$205,110   |
| 2    | 997,346                        | \$227,437                         |                                   | \$17,201.00                              | \$210,236                                     | \$210,236   |
| 3    | 992,858                        | \$233,206                         |                                   | \$17,717.00                              | \$215,489                                     | \$215,489   |
| 4    | 988,390                        | \$239,121                         |                                   | \$18,249.00                              | \$220,872                                     | \$220,872   |
| 5    | 983,942                        | \$245,186                         |                                   | \$18,796.00                              | \$226,390                                     | \$226,390   |
| 6    | 979,514                        | \$251,405                         |                                   | \$19,360.00                              | \$232,045                                     | \$232,045   |
| 7    | 975,106                        | \$257,782                         |                                   | \$19,941.00                              | \$237,841                                     | \$237,841   |
| 8    | 970,718                        | \$264,321                         |                                   | \$20,539.00                              | \$243,782                                     | \$243,782   |
| 9    | 966,350                        | \$271,025                         |                                   | \$21,155.00                              | \$249,870                                     | \$249,870   |
| 10   | 962,002                        | \$277,900                         |                                   | \$21,790.00                              | \$256,110                                     | \$256,110   |
| 11   | 957,673                        | \$284,949                         |                                   |  | \$284,949                                     | \$284,949   |
| 12   | 953,363                        | \$292,177                         |                                   |  | \$292,177                                     | \$292,177   |
| 13   | 949,073                        | \$299,588                         |                                   |  | \$299,588                                     | \$299,588   |
| 14   | 944,802                        | \$307,187                         |                                   |  | \$307,187                                     | \$307,187   |
| 15   | 940,551                        | \$314,978                         |                                   |  | \$314,978                                     | \$314,978   |
| 16   | 936,318                        | \$322,968                         |                                   |  | \$322,968                                     | \$322,968   |
| 17   | 932,105                        | \$331,160                         |                                   |  | \$331,160                                     | \$331,160   |
| 18   | 927,910                        | \$339,560                         |                                   |  | \$339,560                                     | \$339,560   |
| 19   | 923,735                        | \$348,173                         |                                   |  | \$348,173                                     | \$348,173   |
| 20   | 919,578                        | \$357,004                         |                                   |  | \$357,004                                     | \$357,004   |
| 21   | 915,440                        | \$366,060                         |                                   |  | \$366,060                                     | \$366,060   |
| 22   | 911,320                        | \$375,345                         |                                   |  | \$375,345                                     | \$375,345   |
| 23   | 907,219                        | \$384,865                         |                                   |  | \$384,865                                     | \$384,865   |
| 24   | 903,137                        | \$394,627                         |                                   |  | \$394,627                                     | \$394,627   |
| 25   | 899,073                        | \$404,637                         |                                   |  | \$404,637                                     | \$404,637   |
|      | <b>23,739,375</b>              | <b>\$7,612,471</b>                | <b>\$5,215,047</b>                | <b>\$191,448</b>                         | <b>\$2,205,976</b>                            | <b>\$7,421,023</b>                                    |

### Franklin High School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 1,230,960                      | \$272,535                         | \$6,529,607                       | \$24,900.00                              | -\$6,281,972                                  | \$247,635   |
| 2    | 1,224,805                      | \$279,307                         |                                   | \$25,647.00                              | \$253,660                                     | \$253,660   |
| 3    | 1,219,294                      | \$286,392                         |                                   | \$26,416.00                              | \$259,976                                     | \$259,976   |
| 4    | 1,213,807                      | \$293,656                         |                                   | \$27,209.00                              | \$266,447                                     | \$266,447   |
| 5    | 1,208,345                      | \$301,105                         |                                   | \$28,025.00                              | \$273,080                                     | \$273,080   |
| 6    | 1,202,907                      | \$308,742                         |                                   | \$28,866.00                              | \$279,876                                     | \$279,876   |
| 7    | 1,197,494                      | \$316,573                         |                                   | \$29,732.00                              | \$286,841                                     | \$286,841   |
| 8    | 1,192,105                      | \$324,603                         |                                   | \$30,624.00                              | \$293,979                                     | \$293,979   |
| 9    | 1,186,741                      | \$332,837                         |                                   | \$31,543.00                              | \$301,294                                     | \$301,294   |
| 10   | 1,181,400                      | \$341,279                         |                                   | \$32,489.00                              | \$308,790                                     | \$308,790   |
| 11   | 1,176,084                      | \$349,936                         |                                   |  | \$349,936                                     | \$349,936   |
| 12   | 1,170,792                      | \$358,812                         |                                   |  | \$358,812                                     | \$358,812   |
| 13   | 1,165,523                      | \$367,913                         |                                   |  | \$367,913                                     | \$367,913   |
| 14   | 1,160,278                      | \$377,245                         |                                   |  | \$377,245                                     | \$377,245   |
| 15   | 1,155,057                      | \$386,814                         |                                   |  | \$386,814                                     | \$386,814   |
| 16   | 1,149,859                      | \$396,626                         |                                   |  | \$396,626                                     | \$396,626   |
| 17   | 1,144,685                      | \$406,686                         |                                   |  | \$406,686                                     | \$406,686   |
| 18   | 1,139,534                      | \$417,002                         |                                   |  | \$417,002                                     | \$417,002   |
| 19   | 1,134,406                      | \$427,579                         |                                   |  | \$427,579                                     | \$427,579   |
| 20   | 1,129,301                      | \$438,424                         |                                   |  | \$438,424                                     | \$438,424   |
| 21   | 1,124,219                      | \$449,545                         |                                   |  | \$449,545                                     | \$449,545   |
| 22   | 1,119,160                      | \$460,948                         |                                   |  | \$460,948                                     | \$460,948   |
| 23   | 1,114,124                      | \$472,640                         |                                   |  | \$472,640                                     | \$472,640   |
| 24   | 1,109,111                      | \$484,628                         |                                   |  | \$484,628                                     | \$484,628   |
| 25   | 1,104,120                      | \$496,921                         |                                   |  | \$496,921                                     | \$496,921   |
|      | <b>29,154,112</b>              | <b>\$9,348,748</b>                | <b>\$6,529,607</b>                | <b>\$285,451</b>                         | <b>\$2,533,690</b>                            | <b>\$9,063,297</b>                                    |

### Fremont High School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 2,182,650                      | \$460,103                         | \$10,296,032                      | \$26,800.00                              | -\$9,862,730                                  | \$433,303   |
| 2    | 2,172,828                      | \$471,773                         |                                   | \$27,604.00                              | \$444,169                                     | \$444,169   |
| 3    | 2,163,050                      | \$483,740                         |                                   | \$28,432.00                              | \$455,308                                     | \$455,308   |
| 4    | 2,153,317                      | \$496,010                         |                                   | \$29,285.00                              | \$466,725                                     | \$466,725   |
| 5    | 2,143,627                      | \$508,591                         |                                   | \$30,164.00                              | \$478,427                                     | \$478,427   |
| 6    | 2,133,980                      | \$521,491                         |                                   | \$31,069.00                              | \$490,422                                     | \$490,422   |
| 7    | 2,124,377                      | \$534,719                         |                                   | \$32,001.00                              | \$502,718                                     | \$502,718   |
| 8    | 2,114,818                      | \$548,282                         |                                   | \$32,961.00                              | \$515,321                                     | \$515,321   |
| 9    | 2,105,301                      | \$562,189                         |                                   | \$33,949.00                              | \$528,240                                     | \$528,240   |
| 10   | 2,095,827                      | \$576,449                         |                                   | \$34,968.00                              | \$541,481                                     | \$541,481   |
| 11   | 2,086,396                      | \$591,071                         |                                   |  | \$591,071                                     | \$591,071   |
| 12   | 2,077,007                      | \$606,063                         |                                   |  | \$606,063                                     | \$606,063   |
| 13   | 2,067,661                      | \$621,436                         |                                   |  | \$621,436                                     | \$621,436   |
| 14   | 2,058,356                      | \$637,199                         |                                   |  | \$637,199                                     | \$637,199   |
| 15   | 2,049,094                      | \$653,362                         |                                   |  | \$653,362                                     | \$653,362   |
| 16   | 2,039,873                      | \$669,934                         |                                   |  | \$669,934                                     | \$669,934   |
| 17   | 2,030,693                      | \$686,927                         |                                   |  | \$686,927                                     | \$686,927   |
| 18   | 2,021,555                      | \$704,351                         |                                   |  | \$704,351                                     | \$704,351   |
| 19   | 2,012,458                      | \$722,217                         |                                   |  | \$722,217                                     | \$722,217   |
| 20   | 2,003,402                      | \$740,536                         |                                   |  | \$740,536                                     | \$740,536   |
| 21   | 1,994,387                      | \$759,319                         |                                   |  | \$759,319                                     | \$759,319   |
| 22   | 1,985,412                      | \$778,580                         |                                   |  | \$778,580                                     | \$778,580   |
| 23   | 1,976,478                      | \$798,328                         |                                   |  | \$798,328                                     | \$798,328   |
| 24   | 1,967,584                      | \$818,578                         |                                   |  | \$818,578                                     | \$818,578   |
| 25   | 1,958,729                      | \$839,341                         |                                   |  | \$839,341                                     | \$839,341   |
|      | <b>51,718,860</b>              | <b>\$15,790,589</b>               | <b>\$10,296,032</b>               | <b>\$307,233</b>                         | <b>\$5,187,324</b>                            | <b>\$15,483,356</b>                                   |

### Los Angeles Academy Middle School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 1,234,884                      | \$264,883                         | \$6,117,889                       | \$23,180.00                              | -\$5,876,186                                  | \$241,703   |
| 2    | 1,229,327                      | \$271,601                         |                                   | \$23,875.00                              | \$247,726                                     | \$247,726   |
| 3    | 1,223,795                      | \$278,491                         |                                   | \$24,592.00                              | \$253,899                                     | \$253,899   |
| 4    | 1,218,288                      | \$285,554                         |                                   | \$25,329.00                              | \$260,225                                     | \$260,225   |
| 5    | 1,212,806                      | \$292,798                         |                                   | \$26,089.00                              | \$266,709                                     | \$266,709   |
| 6    | 1,207,348                      | \$300,224                         |                                   | \$26,872.00                              | \$273,352                                     | \$273,352   |
| 7    | 1,201,915                      | \$307,840                         |                                   | \$27,678.00                              | \$280,162                                     | \$280,162   |
| 8    | 1,196,506                      | \$315,648                         |                                   | \$28,508.00                              | \$287,140                                     | \$287,140   |
| 9    | 1,191,122                      | \$323,654                         |                                   | \$29,364.00                              | \$294,290                                     | \$294,290   |
| 10   | 1,185,762                      | \$331,864                         |                                   | \$30,245.00                              | \$301,619                                     | \$301,619   |
| 11   | 1,180,426                      | \$340,282                         |                                   |  | \$340,282                                     | \$340,282   |
| 12   | 1,175,114                      | \$348,913                         |                                   |  | \$348,913                                     | \$348,913   |
| 13   | 1,169,826                      | \$357,763                         |                                   |  | \$357,763                                     | \$357,763   |
| 14   | 1,164,562                      | \$366,838                         |                                   |  | \$366,838                                     | \$366,838   |
| 15   | 1,159,321                      | \$376,142                         |                                   |  | \$376,142                                     | \$376,142   |
| 16   | 1,154,104                      | \$385,683                         |                                   |  | \$385,683                                     | \$385,683   |
| 17   | 1,148,911                      | \$395,466                         |                                   |  | \$395,466                                     | \$395,466   |
| 18   | 1,143,741                      | \$405,497                         |                                   |  | \$405,497                                     | \$405,497   |
| 19   | 1,138,594                      | \$415,783                         |                                   |  | \$415,783                                     | \$415,783   |
| 20   | 1,133,470                      | \$426,329                         |                                   |  | \$426,329                                     | \$426,329   |
| 21   | 1,128,370                      | \$437,143                         |                                   |  | \$437,143                                     | \$437,143   |
| 22   | 1,123,292                      | \$448,231                         |                                   |  | \$448,231                                     | \$448,231   |
| 23   | 1,118,237                      | \$459,600                         |                                   |  | \$459,600                                     | \$459,600   |
| 24   | 1,113,205                      | \$471,258                         |                                   |  | \$471,258                                     | \$471,258   |
| 25   | 1,108,196                      | \$483,211                         |                                   |  | \$483,211                                     | \$483,211   |
|      | <b>29,261,124</b>              | <b>\$9,090,696</b>                | <b>\$6,117,889</b>                | <b>\$265,732</b>                         | <b>\$2,707,075</b>                            | <b>\$8,824,964</b>                                    |

## Muir Middle School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 962,230                        | \$204,666                         | \$4,855,984                       | \$21,900.00                              | -\$4,673,218                                  | \$182,766   |
| 2    | 961,749                        | \$210,701                         |                                   | \$22,557.00                              | \$188,144                                     | \$188,144   |
| 3    | 957,421                        | \$216,045                         |                                   | \$23,234.00                              | \$192,811                                     | \$192,811   |
| 4    | 953,113                        | \$221,525                         |                                   | \$23,931.00                              | \$197,594                                     | \$197,594   |
| 5    | 948,824                        | \$227,144                         |                                   | \$24,649.00                              | \$202,495                                     | \$202,495   |
| 6    | 944,554                        | \$232,906                         |                                   | \$25,388.00                              | \$207,518                                     | \$207,518   |
| 7    | 940,303                        | \$238,813                         |                                   | \$26,150.00                              | \$212,663                                     | \$212,663   |
| 8    | 936,072                        | \$244,871                         |                                   | \$26,934.00                              | \$217,937                                     | \$217,937   |
| 9    | 931,860                        | \$251,082                         |                                   | \$27,742.00                              | \$223,340                                     | \$223,340   |
| 10   | 927,666                        | \$257,451                         |                                   | \$28,575.00                              | \$228,876                                     | \$228,876   |
| 11   | 923,492                        | \$263,981                         |                                   |  | \$263,981                                     | \$263,981   |
| 12   | 919,336                        | \$270,677                         |                                   |  | \$270,677                                     | \$270,677   |
| 13   | 915,199                        | \$277,543                         |                                   |  | \$277,543                                     | \$277,543   |
| 14   | 911,081                        | \$284,583                         |                                   |  | \$284,583                                     | \$284,583   |
| 15   | 906,981                        | \$291,801                         |                                   |  | \$291,801                                     | \$291,801   |
| 16   | 902,899                        | \$299,203                         |                                   |  | \$299,203                                     | \$299,203   |
| 17   | 898,836                        | \$306,792                         |                                   |  | \$306,792                                     | \$306,792   |
| 18   | 894,792                        | \$314,574                         |                                   |  | \$314,574                                     | \$314,574   |
| 19   | 890,765                        | \$322,553                         |                                   |  | \$322,553                                     | \$322,553   |
| 20   | 886,757                        | \$330,734                         |                                   |  | \$330,734                                     | \$330,734   |
| 21   | 882,766                        | \$339,123                         |                                   |  | \$339,123                                     | \$339,123   |
| 22   | 878,794                        | \$347,725                         |                                   |  | \$347,725                                     | \$347,725   |
| 23   | 874,839                        | \$356,545                         |                                   |  | \$356,545                                     | \$356,545   |
| 24   | 870,902                        | \$365,589                         |                                   |  | \$365,589                                     | \$365,589   |
| 25   | 866,983                        | \$374,862                         |                                   |  | \$374,862                                     | \$374,862   |
|      | <b>22,888,215</b>              | <b>\$7,051,489</b>                | <b>\$4,855,984</b>                | <b>\$251,060</b>                         | <b>\$1,944,445</b>                            | <b>\$6,800,429</b>                                    |

### Northridge Middle School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 1,100,709                      | \$242,156                         | \$4,888,613                       | \$35,178                                 | -\$4,681,635                                  | \$206,978   |
| 2    | 1,095,205                      | \$248,174                         |                                   | \$36,233                                 | \$211,940                                     | \$211,940   |
| 3    | 1,089,729                      | \$254,341                         |                                   | \$37,320                                 | \$217,020                                     | \$217,020   |
| 4    | 1,084,281                      | \$260,661                         |                                   | \$38,440                                 | \$222,221                                     | \$222,221   |
| 5    | 1,078,859                      | \$267,138                         |                                   | \$39,593                                 | \$227,545                                     | \$227,545   |
| 6    | 1,073,465                      | \$273,777                         |                                   | \$40,781                                 | \$232,996                                     | \$232,996   |
| 7    | 1,068,098                      | \$280,580                         |                                   | \$42,004                                 | \$238,576                                     | \$238,576   |
| 8    | 1,062,757                      | \$287,553                         |                                   | \$43,265                                 | \$244,288                                     | \$244,288   |
| 9    | 1,057,443                      | \$294,698                         |                                   | \$44,562                                 | \$250,136                                     | \$250,136   |
| 10   | 1,052,156                      | \$302,022                         |                                   | \$45,899                                 | \$256,122                                     | \$256,122   |
| 11   | 1,046,895                      | \$309,527                         |                                   | \$47,276                                 | \$262,251                                     | \$262,251   |
| 12   | 1,041,661                      | \$317,219                         |                                   | \$48,695                                 | \$268,524                                     | \$268,524   |
| 13   | 1,036,453                      | \$325,101                         |                                   | \$50,155                                 | \$274,946                                     | \$274,946   |
| 14   | 1,031,270                      | \$333,180                         |                                   | \$51,660                                 | \$281,520                                     | \$281,520   |
| 15   | 1,026,114                      | \$341,460                         |                                   | \$53,210                                 | \$288,250                                     | \$288,250   |
| 16   | 1,020,984                      | \$349,945                         |                                   | \$54,806                                 | \$295,139                                     | \$295,139   |
| 17   | 1,015,879                      | \$358,641                         |                                   | \$56,450                                 | \$302,191                                     | \$302,191   |
| 18   | 1,010,799                      | \$367,553                         |                                   | \$58,144                                 | \$309,409                                     | \$309,409   |
| 19   | 1,005,745                      | \$376,687                         |                                   | \$59,888                                 | \$316,799                                     | \$316,799   |
| 20   | 1,000,716                      | \$386,048                         |                                   | \$61,685                                 | \$324,363                                     | \$324,363   |
| 21   | 995,713                        | \$395,641                         |                                   | \$63,535                                 | \$332,106                                     | \$332,106   |
| 22   | 990,734                        | \$405,473                         |                                   | \$65,441                                 | \$340,031                                     | \$340,031   |
| 23   | 985,781                        | \$415,549                         |                                   | \$67,405                                 | \$348,144                                     | \$348,144   |
| 24   | 980,852                        | \$425,875                         |                                   | \$69,427                                 | \$356,448                                     | \$356,448   |
| 25   | 975,947                        | \$436,458                         |                                   | \$71,510                                 | \$364,948                                     | \$364,948   |
|      | <b>25,928,248</b>              | <b>\$8,255,456</b>                | <b>\$4,888,613</b>                | <b>\$1,282,564</b>                       | <b>\$2,084,279</b>                            | <b>\$6,972,892</b>                                    |



## Pacoima Middle School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 960,618                        | \$219,982                         | \$4,237,615                       | \$32,397                                 | -\$4,050,030                                  | \$187,585   |
| 2    | 955,815                        | \$225,448                         |                                   | \$33,369                                 | \$192,079                                     | \$192,079   |
| 3    | 951,036                        | \$231,050                         |                                   | \$34,370                                 | \$196,680                                     | \$196,680   |
| 4    | 946,281                        | \$236,792                         |                                   | \$35,401                                 | \$201,391                                     | \$201,391   |
| 5    | 941,549                        | \$242,676                         |                                   | \$36,463                                 | \$206,213                                     | \$206,213   |
| 6    | 936,842                        | \$248,707                         |                                   | \$37,557                                 | \$211,150                                     | \$211,150   |
| 7    | 932,157                        | \$254,887                         |                                   | \$38,684                                 | \$216,203                                     | \$216,203   |
| 8    | 927,497                        | \$261,221                         |                                   | \$39,844                                 | \$221,377                                     | \$221,377   |
| 9    | 922,859                        | \$267,712                         |                                   | \$41,040                                 | \$226,673                                     | \$226,673   |
| 10   | 918,245                        | \$274,365                         |                                   | \$42,271                                 | \$232,094                                     | \$232,094   |
| 11   | 913,654                        | \$281,183                         |                                   | \$43,539                                 | \$237,644                                     | \$237,644   |
| 12   | 909,085                        | \$288,171                         |                                   | \$44,845                                 | \$243,326                                     | \$243,326   |
| 13   | 904,540                        | \$295,332                         |                                   | \$46,190                                 | \$249,141                                     | \$249,141   |
| 14   | 900,017                        | \$302,671                         |                                   | \$47,576                                 | \$255,094                                     | \$255,094   |
| 15   | 895,517                        | \$310,192                         |                                   | \$49,003                                 | \$261,189                                     | \$261,189   |
| 16   | 891,039                        | \$317,900                         |                                   | \$50,473                                 | \$267,427                                     | \$267,427   |
| 17   | 886,584                        | \$325,800                         |                                   | \$51,988                                 | \$273,812                                     | \$273,812   |
| 18   | 882,151                        | \$333,896                         |                                   | \$53,547                                 | \$280,349                                     | \$280,349   |
| 19   | 877,741                        | \$342,193                         |                                   | \$55,154                                 | \$287,040                                     | \$287,040   |
| 20   | 873,352                        | \$350,697                         |                                   | \$56,808                                 | \$293,889                                     | \$293,889   |
| 21   | 868,985                        | \$359,412                         |                                   | \$58,513                                 | \$300,899                                     | \$300,899   |
| 22   | 864,640                        | \$368,343                         |                                   | \$60,268                                 | \$308,075                                     | \$308,075   |
| 23   | 860,317                        | \$377,496                         |                                   | \$62,076                                 | \$315,420                                     | \$315,420   |
| 24   | 856,015                        | \$386,877                         |                                   | \$63,938                                 | \$322,939                                     | \$322,939   |
| 25   | 851,735                        | \$396,491                         |                                   | \$65,856                                 | \$330,635                                     | \$330,635   |
|      | <b>22,628,271</b>              | <b>\$7,499,496</b>                | <b>\$4,237,615</b>                | <b>\$1,181,171</b>                       | <b>\$2,080,710</b>                            | <b>\$6,318,325</b>                                    |

**Sherman Oaks Center for Enriched Studies**

| <b>Year</b> | <b>Annual Energy Production (kWh)</b> | <b>Annual Energy Cost Avoidance (\$)</b> | <b>Annual Project Cost Payments (\$)</b> | <b>Annual O&amp;M and Perf. Guar. Payments (\$)</b> | <b>Annual Net Cost Avoidance After Payments (\$)</b> | <b>Annual General Fund Cost Avoidance After Payment (\$)</b> |
|-------------|---------------------------------------|--|--|---|--|--|
| 1           | 861,482                               | \$204,171                                | \$4,235,022                              | \$29,998  | -\$4,060,849   | \$174,173  |
| 2           | 857,175                               | \$209,245                                |  | \$30,898  | \$178,347  | \$178,347  |
| 3           | 852,889                               | \$214,445                                |  | \$31,825  | \$182,620  | \$182,620  |
| 4           | 848,624                               | \$219,774                                |  | \$32,780  | \$186,994  | \$186,994  |
| 5           | 844,381                               | \$225,235                                |  | \$33,763  | \$191,472  | \$191,472  |
| 6           | 840,159                               | \$230,832                                |  | \$34,776  | \$196,056  | \$196,056  |
| 7           | 835,958                               | \$236,568                                |  | \$35,819  | \$200,749  | \$200,749  |
| 8           | 831,779                               | \$242,447                                |  | \$36,894  | \$205,553  | \$205,553  |
| 9           | 827,620                               | \$248,472                                |  | \$38,001  | \$210,471  | \$210,471  |
| 10          | 823,482                               | \$254,646                                |  | \$39,141  | \$215,506  | \$215,506  |
| 11          | 819,364                               | \$260,974                                |  | \$40,315  | \$220,659  | \$220,659  |
| 12          | 815,267                               | \$267,459                                |  | \$41,524  | \$225,935  | \$225,935  |
| 13          | 811,191                               | \$274,106                                |  | \$42,770  | \$231,336  | \$231,336  |
| 14          | 807,135                               | \$280,917                                |  | \$44,053  | \$236,864  | \$236,864  |
| 15          | 803,099                               | \$287,898                                |  | \$45,375  | \$242,523  | \$242,523  |
| 16          | 799,084                               | \$295,052                                |  | \$46,736  | \$248,316  | \$248,316  |
| 17          | 795,089                               | \$302,384                                |  | \$48,138  | \$254,246  | \$254,246  |
| 18          | 791,113                               | \$309,899                                |  | \$49,582  | \$260,317  | \$260,317  |
| 19          | 787,158                               | \$317,600                                |  | \$51,070  | \$266,530  | \$266,530  |
| 20          | 783,222                               | \$325,492                                |  | \$52,602  | \$272,890  | \$272,890  |
| 21          | 779,306                               | \$333,581                                |  | \$54,180  | \$279,401  | \$279,401  |
| 22          | 775,409                               | \$341,870                                |  | \$55,805  | \$286,065  | \$286,065  |
| 23          | 771,532                               | \$350,365                                |  | \$57,479  | \$292,886  | \$292,886  |
| 24          | 767,674                               | \$359,072                                |  | \$59,204  | \$299,868  | \$299,868  |
| 25          | 763,836                               | \$367,995                                |  | \$60,980  | \$307,015  | \$307,015  |
|             | <b>20,293,028</b>                     | <b>\$6,960,500</b>                       | <b>\$4,235,022</b>                       | <b>\$1,093,705</b>                                  | <b>\$1,631,772</b>                                   | <b>\$5,866,794</b>   |

## Sun Valley Magnet

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 700,640                        | \$166,752                         | \$3,038,334                       | \$25,342                                 | -\$2,896,924                                  | \$141,410   |
| 2    | 697,137                        | \$170,896                         |                                   | \$26,102                                 | \$144,794                                     | \$144,794   |
| 3    | 693,651                        | \$175,143                         |                                   | \$26,885                                 | \$148,258                                     | \$148,258   |
| 4    | 690,183                        | \$179,495                         |                                   | \$27,692                                 | \$151,803                                     | \$151,803   |
| 5    | 686,732                        | \$183,956                         |                                   | \$28,523                                 | \$155,433                                     | \$155,433   |
| 6    | 683,298                        | \$188,527                         |                                   | \$29,378                                 | \$159,149                                     | \$159,149   |
| 7    | 679,882                        | \$193,212                         |                                   | \$30,260                                 | \$162,952                                     | \$162,952   |
| 8    | 676,482                        | \$198,013                         |                                   | \$31,167                                 | \$166,846                                     | \$166,846   |
| 9    | 673,100                        | \$202,934                         |                                   | \$32,102                                 | \$170,831                                     | \$170,831   |
| 10   | 669,734                        | \$207,977                         |                                   | \$33,066                                 | \$174,911                                     | \$174,911   |
| 11   | 666,386                        | \$213,145                         |                                   | \$34,058                                 | \$179,087                                     | \$179,087   |
| 12   | 663,054                        | \$218,442                         |                                   | \$35,079                                 | \$183,362                                     | \$183,362   |
| 13   | 659,739                        | \$223,870                         |                                   | \$36,132                                 | \$187,738                                     | \$187,738   |
| 14   | 656,440                        | \$229,433                         |                                   | \$37,216                                 | \$192,217                                     | \$192,217   |
| 15   | 653,158                        | \$235,134                         |                                   | \$38,332                                 | \$196,802                                     | \$196,802   |
| 16   | 649,892                        | \$240,977                         |                                   | \$39,482                                 | \$201,495                                     | \$201,495   |
| 17   | 646,642                        | \$246,966                         |                                   | \$40,666                                 | \$206,299                                     | \$206,299   |
| 18   | 643,409                        | \$253,103                         |                                   | \$41,886                                 | \$211,216                                     | \$211,216   |
| 19   | 640,192                        | \$259,392                         |                                   | \$43,143                                 | \$216,249                                     | \$216,249   |
| 20   | 636,991                        | \$265,838                         |                                   | \$44,437                                 | \$221,401                                     | \$221,401   |
| 21   | 633,806                        | \$272,444                         |                                   | \$45,770                                 | \$226,674                                     | \$226,674   |
| 22   | 630,637                        | \$279,215                         |                                   | \$47,144                                 | \$232,071                                     | \$232,071   |
| 23   | 627,484                        | \$286,153                         |                                   | \$48,558                                 | \$237,595                                     | \$237,595   |
| 24   | 624,347                        | \$293,264                         |                                   | \$50,015                                 | \$243,249                                     | \$243,249   |
| 25   | 621,225                        | \$300,552                         |                                   | \$51,515                                 | \$249,037                                     | \$249,037   |
|      | <b>16,504,242</b>              | <b>\$5,684,833</b>                | <b>\$3,038,334</b>                | <b>\$923,951</b>                         | <b>\$1,722,549</b>                            | <b>\$4,760,883</b>                                    |

## Sutter Middle School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 825,682                        | \$194,861                         | \$4,265,486                       | \$28,834                                 | -\$4,099,459                                  | \$166,027   |
| 2    | 821,554                        | \$199,703                         |                                   | \$29,699                                 | \$170,004                                     | \$170,004   |
| 3    | 817,446                        | \$204,666                         |                                   | \$30,590                                 | \$174,076                                     | \$174,076   |
| 4    | 813,359                        | \$209,752                         |                                   | \$31,508                                 | \$178,244                                     | \$178,244   |
| 5    | 809,292                        | \$214,964                         |                                   | \$32,453                                 | \$182,511                                     | \$182,511   |
| 6    | 805,245                        | \$220,306                         |                                   | \$33,427                                 | \$186,880                                     | \$186,880   |
| 7    | 801,219                        | \$225,781                         |                                   | \$34,429                                 | \$191,351                                     | \$191,351   |
| 8    | 797,213                        | \$231,391                         |                                   | \$35,462                                 | \$195,929                                     | \$195,929   |
| 9    | 793,227                        | \$237,141                         |                                   | \$36,526                                 | \$200,615                                     | \$200,615   |
| 10   | 789,261                        | \$243,034                         |                                   | \$37,622                                 | \$205,412                                     | \$205,412   |
| 11   | 785,315                        | \$249,074                         |                                   | \$38,750                                 | \$210,323                                     | \$210,323   |
| 12   | 781,388                        | \$255,263                         |                                   | \$39,913                                 | \$215,350                                     | \$215,350   |
| 13   | 777,481                        | \$261,606                         |                                   | \$41,110                                 | \$220,496                                     | \$220,496   |
| 14   | 773,594                        | \$268,107                         |                                   | \$42,344                                 | \$225,764                                     | \$225,764   |
| 15   | 769,726                        | \$274,770                         |                                   | \$43,614                                 | \$231,156                                     | \$231,156   |
| 16   | 765,877                        | \$281,598                         |                                   | \$44,922                                 | \$236,675                                     | \$236,675   |
| 17   | 762,048                        | \$288,596                         |                                   | \$46,270                                 | \$242,325                                     | \$242,325   |
| 18   | 758,237                        | \$295,767                         |                                   | \$47,658                                 | \$248,109                                     | \$248,109   |
| 19   | 754,446                        | \$303,117                         |                                   | \$49,088                                 | \$254,029                                     | \$254,029   |
| 20   | 750,674                        | \$310,649                         |                                   | \$50,561                                 | \$260,089                                     | \$260,089   |
| 21   | 746,921                        | \$318,369                         |                                   | \$52,077                                 | \$266,292                                     | \$266,292   |
| 22   | 743,186                        | \$326,281                         |                                   | \$53,640                                 | \$272,641                                     | \$272,641   |
| 23   | 739,470                        | \$334,389                         |                                   | \$55,249                                 | \$279,140                                     | \$279,140   |
| 24   | 735,773                        | \$342,698                         |                                   | \$56,906                                 | \$285,792                                     | \$285,792   |
| 25   | 732,094                        | \$351,214                         |                                   | \$58,614                                 | \$292,601                                     | \$292,601   |
|      | <b>19,449,725</b>              | <b>\$6,643,098</b>                | <b>\$4,265,486</b>                | <b>\$1,051,266</b>                       | <b>\$1,326,346</b>                            | <b>\$5,591,832</b>                                    |

## Los Angeles Center for Enriched Studies

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 1,374,651                      | \$302,423                         | \$7,416,368                       | \$31,149.00                              | -\$7,145,094                                  | \$271,274   |
| 2    | 1,367,778                      | \$309,938                         |                                   | \$32,083.00                              | \$277,855                                     | \$277,855   |
| 3    | 1,360,939                      | \$317,640                         |                                   | \$33,046.00                              | \$284,594                                     | \$284,594   |
| 4    | 1,354,134                      | \$325,534                         |                                   | \$34,037.00                              | \$291,497                                     | \$291,497   |
| 5    | 1,347,363                      | \$333,623                         |                                   | \$35,058.00                              | \$298,565                                     | \$298,565   |
| 6    | 1,340,627                      | \$341,914                         |                                   | \$36,110.00                              | \$305,804                                     | \$305,804   |
| 7    | 1,333,924                      | \$350,410                         |                                   | \$37,193.00                              | \$313,217                                     | \$313,217   |
| 8    | 1,327,254                      | \$359,118                         |                                   | \$38,309.00                              | \$320,809                                     | \$320,809   |
| 9    | 1,320,618                      | \$368,042                         |                                   | \$39,458.00                              | \$328,584                                     | \$328,584   |
| 10   | 1,314,015                      | \$377,188                         |                                   | \$40,642.00                              | \$336,546                                     | \$336,546   |
| 11   | 1,307,444                      | \$386,561                         |                                   |  | \$386,561                                     | \$386,561   |
| 12   | 1,300,907                      | \$396,167                         |                                   |  | \$396,167                                     | \$396,167   |
| 13   | 1,294,403                      | \$406,012                         |                                   |  | \$406,012                                     | \$406,012   |
| 14   | 1,287,931                      | \$416,101                         |                                   |  | \$416,101                                     | \$416,101   |
| 15   | 1,281,491                      | \$426,441                         |                                   |  | \$426,441                                     | \$426,441   |
| 16   | 1,275,084                      | \$437,039                         |                                   |  | \$437,039                                     | \$437,039   |
| 17   | 1,268,708                      | \$447,899                         |                                   |  | \$447,899                                     | \$447,899   |
| 18   | 1,262,365                      | \$459,029                         |                                   |  | \$459,029                                     | \$459,029   |
| 19   | 1,256,053                      | \$470,436                         |                                   |  | \$470,436                                     | \$470,436   |
| 20   | 1,249,773                      | \$482,126                         |                                   |  | \$482,126                                     | \$482,126   |
| 21   | 1,243,524                      | \$494,107                         |                                   |  | \$494,107                                     | \$494,107   |
| 22   | 1,237,306                      | \$506,386                         |                                   |  | \$506,386                                     | \$506,386   |
| 23   | 1,231,120                      | \$518,970                         |                                   |  | \$518,970                                     | \$518,970   |
| 24   | 1,224,964                      | \$531,866                         |                                   |  | \$531,866                                     | \$531,866   |
| 25   | 1,218,839                      | \$545,083                         |                                   |  | \$545,083                                     | \$545,083   |
|      | <b>32,381,212</b>              | <b>\$10,310,055</b>               | <b>\$7,416,368</b>                | <b>\$357,085</b>                         | <b>\$2,536,602</b>                            | <b>\$9,952,970</b>                                    |

## Los Angeles High School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 1,540,630                      | \$309,667                         | \$7,707,349                       | \$32,986.00                              | -\$7,430,669                                  | \$276,681   |
| 2    | 1,532,927                      | \$317,362                         |                                   | \$33,976.00                              | \$283,386                                     | \$283,386   |
| 3    | 1,525,262                      | \$325,248                         |                                   | \$34,995.00                              | \$290,253                                     | \$290,253   |
| 4    | 1,517,636                      | \$333,331                         |                                   | \$36,045.00                              | \$297,286                                     | \$297,286   |
| 5    | 1,510,048                      | \$341,614                         |                                   | \$37,126.00                              | \$304,488                                     | \$304,488   |
| 6    | 1,502,497                      | \$350,103                         |                                   | \$38,240.00                              | \$311,863                                     | \$311,863   |
| 7    | 1,494,985                      | \$358,803                         |                                   | \$39,387.00                              | \$319,416                                     | \$319,416   |
| 8    | 1,487,510                      | \$367,719                         |                                   | \$40,569.00                              | \$327,150                                     | \$327,150   |
| 9    | 1,480,073                      | \$376,857                         |                                   | \$41,786.00                              | \$335,071                                     | \$335,071   |
| 10   | 1,472,672                      | \$386,222                         |                                   | \$43,040.00                              | \$343,182                                     | \$343,182   |
| 11   | 1,465,309                      | \$395,820                         |                                   |  | \$395,820                                     | \$395,820   |
| 12   | 1,457,982                      | \$405,656                         |                                   |  | \$405,656                                     | \$405,656   |
| 13   | 1,450,692                      | \$415,736                         |                                   |  | \$415,736                                     | \$415,736   |
| 14   | 1,443,439                      | \$426,067                         |                                   |  | \$426,067                                     | \$426,067   |
| 15   | 1,436,222                      | \$436,655                         |                                   |  | \$436,655                                     | \$436,655   |
| 16   | 1,429,041                      | \$447,506                         |                                   |  | \$447,506                                     | \$447,506   |
| 17   | 1,421,895                      | \$458,627                         |                                   |  | \$458,627                                     | \$458,627   |
| 18   | 1,414,786                      | \$470,024                         |                                   |  | \$470,024                                     | \$470,024   |
| 19   | 1,407,712                      | \$481,704                         |                                   |  | \$481,704                                     | \$481,704   |
| 20   | 1,400,673                      | \$493,674                         |                                   |  | \$493,674                                     | \$493,674   |
| 21   | 1,393,670                      | \$505,942                         |                                   |  | \$505,942                                     | \$505,942   |
| 22   | 1,386,702                      | \$518,514                         |                                   |  | \$518,514                                     | \$518,514   |
| 23   | 1,379,768                      | \$531,399                         |                                   |  | \$531,399                                     | \$531,399   |
| 24   | 1,372,869                      | \$544,605                         |                                   |  | \$544,605                                     | \$544,605   |
| 25   | 1,366,005                      | \$558,138                         |                                   |  | \$558,138                                     | \$558,138   |
|      | <b>36,291,005</b>              | <b>\$10,556,994</b>               | <b>\$7,707,349</b>                | <b>\$378,151</b>                         | <b>\$2,471,494</b>                            | <b>\$10,178,843</b>                                   |

### Markham Middle School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 1,055,735                      | \$248,098                         | \$7,093,801                       | \$27,163.00                              | -\$6,872,866                                  | \$220,935   |
| 2    | 1,050,456                      | \$254,263                         |                                   | \$27,978.00                              | \$226,285                                     | \$226,285   |
| 3    | 1,045,204                      | \$260,581                         |                                   | \$28,817.00                              | \$231,764                                     | \$231,764   |
| 4    | 1,039,978                      | \$267,057                         |                                   | \$29,681.00                              | \$237,376                                     | \$237,376   |
| 5    | 1,034,778                      | \$273,693                         |                                   | \$30,572.00                              | \$243,121                                     | \$243,121   |
| 6    | 1,029,604                      | \$280,494                         |                                   | \$31,489.00                              | \$249,005                                     | \$249,005   |
| 7    | 1,024,456                      | \$287,465                         |                                   | \$32,434.00                              | \$255,031                                     | \$255,031   |
| 8    | 1,019,334                      | \$294,608                         |                                   | \$33,407.00                              | \$261,201                                     | \$261,201   |
| 9    | 1,014,237                      | \$301,929                         |                                   | \$34,409.00                              | \$267,520                                     | \$267,520   |
| 10   | 1,009,166                      | \$309,432                         |                                   | \$35,441.00                              | \$273,991                                     | \$273,991   |
| 11   | 1,004,120                      | \$317,122                         |                                   |  | \$317,122                                     | \$317,122   |
| 12   | 999,100                        | \$325,002                         |                                   |  | \$325,002                                     | \$325,002   |
| 13   | 994,104                        | \$333,078                         |                                   |  | \$333,078                                     | \$333,078   |
| 14   | 989,134                        | \$341,355                         |                                   |  | \$341,355                                     | \$341,355   |
| 15   | 984,188                        | \$349,838                         |                                   |  | \$349,838                                     | \$349,838   |
| 16   | 979,267                        | \$358,532                         |                                   |  | \$358,532                                     | \$358,532   |
| 17   | 974,371                        | \$367,441                         |                                   |  | \$367,441                                     | \$367,441   |
| 18   | 969,499                        | \$376,572                         |                                   |  | \$376,572                                     | \$376,572   |
| 19   | 964,651                        | \$385,930                         |                                   |  | \$385,930                                     | \$385,930   |
| 20   | 959,828                        | \$395,520                         |                                   |  | \$395,520                                     | \$395,520   |
| 21   | 955,029                        | \$405,349                         |                                   |  | \$405,349                                     | \$405,349   |
| 22   | 950,254                        | \$415,422                         |                                   |  | \$415,422                                     | \$415,422   |
| 23   | 945,503                        | \$425,745                         |                                   |  | \$425,745                                     | \$425,745   |
| 24   | 940,775                        | \$436,325                         |                                   |  | \$436,325                                     | \$436,325   |
| 25   | 936,071                        | \$447,167                         |                                   |  | \$447,167                                     | \$447,167   |
|      | <b>24,868,842</b>              | <b>\$8,458,019</b>                | <b>\$7,093,801</b>                | <b>\$311,391</b>                         | <b>\$1,052,827</b>                            | <b>\$8,146,628</b>                                    |

### Mulholland Middle School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 864,177                        | \$197,897                         | \$5,973,080                       | \$23,152.00                              | -\$5,798,335                                  | \$174,745   |
| 2    | 859,856                        | \$202,814                         |                                   | \$23,846.00                              | \$178,968                                     | \$178,968   |
| 3    | 855,557                        | \$207,854                         |                                   | \$24,562.00                              | \$183,292                                     | \$183,292   |
| 4    | 851,279                        | \$213,019                         |                                   | \$25,299.00                              | \$187,720                                     | \$187,720   |
| 5    | 847,023                        | \$218,313                         |                                   | \$26,058.00                              | \$192,255                                     | \$192,255   |
| 6    | 842,788                        | \$223,738                         |                                   | \$26,839.00                              | \$196,899                                     | \$196,899   |
| 7    | 838,574                        | \$229,298                         |                                   | \$27,644.00                              | \$201,654                                     | \$201,654   |
| 8    | 834,381                        | \$234,996                         |                                   | \$28,474.00                              | \$206,522                                     | \$206,522   |
| 9    | 830,209                        | \$240,836                         |                                   | \$29,328.00                              | \$211,508                                     | \$211,508   |
| 10   | 826,058                        | \$246,820                         |                                   | \$30,208.00                              | \$216,612                                     | \$216,612   |
| 11   | 821,927                        | \$252,954                         |                                   |  | \$252,954                                     | \$252,954   |
| 12   | 817,818                        | \$259,240                         |                                   |  | \$259,240                                     | \$259,240   |
| 13   | 813,729                        | \$265,682                         |                                   |  | \$265,682                                     | \$265,682   |
| 14   | 809,660                        | \$272,284                         |                                   |  | \$272,284                                     | \$272,284   |
| 15   | 805,612                        | \$279,050                         |                                   |  | \$279,050                                     | \$279,050   |
| 16   | 801,584                        | \$285,985                         |                                   |  | \$285,985                                     | \$285,985   |
| 17   | 797,576                        | \$293,091                         |                                   |  | \$293,091                                     | \$293,091   |
| 18   | 793,588                        | \$300,375                         |                                   |  | \$300,375                                     | \$300,375   |
| 19   | 789,620                        | \$307,839                         |                                   |  | \$307,839                                     | \$307,839   |
| 20   | 785,672                        | \$315,489                         |                                   |  | \$315,489                                     | \$315,489   |
| 21   | 781,744                        | \$323,329                         |                                   |  | \$323,329                                     | \$323,329   |
| 22   | 777,835                        | \$331,363                         |                                   |  | \$331,363                                     | \$331,363   |
| 23   | 773,946                        | \$339,598                         |                                   |  | \$339,598                                     | \$339,598   |
| 24   | 770,076                        | \$348,037                         |                                   |  | \$348,037                                     | \$348,037   |
| 25   | 766,226                        | \$356,686                         |                                   |  | \$356,686                                     | \$356,686   |
|      | <b>20,356,511</b>              | <b>\$6,746,586</b>                | <b>\$5,973,080</b>                | <b>\$265,409</b>                         | <b>\$508,097</b>                              | <b>\$6,481,177</b>                                    |



## Nobel Charter Middle School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 846,392                        | \$185,360                         | \$5,032,329                       | \$21,610.00                              | -\$4,868,579                                  | \$163,750   |
| 2    | 842,160                        | \$189,966                         |                                   | \$22,258.00                              | \$167,708                                     | \$167,708   |
| 3    | 837,949                        | \$194,687                         |                                   | \$22,926.00                              | \$171,761                                     | \$171,761   |
| 4    | 833,759                        | \$199,525                         |                                   | \$23,613.00                              | \$175,912                                     | \$175,912   |
| 5    | 829,591                        | \$204,483                         |                                   | \$24,322.00                              | \$180,161                                     | \$180,161   |
| 6    | 825,443                        | \$209,564                         |                                   | \$25,051.00                              | \$184,513                                     | \$184,513   |
| 7    | 821,316                        | \$214,772                         |                                   | \$25,803.00                              | \$188,969                                     | \$188,969   |
| 8    | 817,209                        | \$220,109                         |                                   | \$26,577.00                              | \$193,532                                     | \$193,532   |
| 9    | 813,123                        | \$225,579                         |                                   | \$27,374.00                              | \$198,205                                     | \$198,205   |
| 10   | 809,057                        | \$231,184                         |                                   | \$28,196.00                              | \$202,988                                     | \$202,988   |
| 11   | 805,012                        | \$236,929                         |                                   |  | \$236,929                                     | \$236,929   |
| 12   | 800,987                        | \$242,817                         |                                   |  | \$242,817                                     | \$242,817   |
| 13   | 796,982                        | \$248,851                         |                                   |  | \$248,851                                     | \$248,851   |
| 14   | 792,997                        | \$255,035                         |                                   |  | \$255,035                                     | \$255,035   |
| 15   | 789,032                        | \$261,373                         |                                   |  | \$261,373                                     | \$261,373   |
| 16   | 785,087                        | \$267,868                         |                                   |  | \$267,868                                     | \$267,868   |
| 17   | 781,162                        | \$274,524                         |                                   |  | \$274,524                                     | \$274,524   |
| 18   | 777,256                        | \$281,346                         |                                   |  | \$281,346                                     | \$281,346   |
| 19   | 773,369                        | \$288,338                         |                                   |  | \$288,338                                     | \$288,338   |
| 20   | 769,503                        | \$295,503                         |                                   |  | \$295,503                                     | \$295,503   |
| 21   | 765,655                        | \$302,846                         |                                   |  | \$302,846                                     | \$302,846   |
| 22   | 761,827                        | \$310,372                         |                                   |  | \$310,372                                     | \$310,372   |
| 23   | 758,018                        | \$318,084                         |                                   |  | \$318,084                                     | \$318,084   |
| 24   | 754,228                        | \$325,989                         |                                   |  | \$325,989                                     | \$325,989   |
| 25   | 750,456                        | \$334,090                         |                                   |  | \$334,090                                     | \$334,090   |
|      | <b>19,937,569</b>              | <b>\$6,319,192</b>                | <b>\$5,032,329</b>                | <b>\$247,730</b>                         | <b>\$1,039,133</b>                            | <b>\$6,071,462</b>                                    |

## San Miguel Elementary School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 264,364                        | \$63,183                          | \$1,681,284                       | \$18,177.00                              | -\$1,636,278                                  | \$45,006  |
| 2    | 263,042                        | \$64,753                          |                                   | \$18,722.00                              | \$46,031                                      | \$46,031  |
| 3    | 261,727                        | \$66,362                          |                                   | \$19,284.00                              | \$47,078                                      | \$47,078  |
| 4    | 260,418                        | \$68,011                          |                                   | \$19,862.00                              | \$48,149                                      | \$48,149  |
| 5    | 259,116                        | \$69,701                          |                                   | \$20,458.00                              | \$49,243                                      | \$49,243  |
| 6    | 257,821                        | \$71,433                          |                                   | \$21,072.00                              | \$50,361                                      | \$50,361  |
| 7    | 256,532                        | \$73,209                          |                                   | \$21,704.00                              | \$51,505                                      | \$51,505  |
| 8    | 255,249                        | \$75,028                          |                                   | \$22,355.00                              | \$52,673                                      | \$52,673  |
| 9    | 253,973                        | \$76,892                          |                                   | \$23,026.00                              | \$53,866                                      | \$53,866  |
| 10   | 252,703                        | \$78,803                          |                                   | \$23,717.00                              | \$55,086                                      | \$55,086  |
| 11   | 251,439                        | \$80,761                          |                                   |  | \$80,761                                      | \$80,761  |
| 12   | 250,182                        | \$82,768                          |                                   |  | \$82,768                                      | \$82,768  |
| 13   | 248,931                        | \$84,825                          |                                   |  | \$84,825                                      | \$84,825  |
| 14   | 247,687                        | \$86,933                          |                                   |  | \$86,933                                      | \$86,933  |
| 15   | 246,448                        | \$89,093                          |                                   |  | \$89,093                                      | \$89,093  |
| 16   | 245,216                        | \$91,307                          |                                   |  | \$91,307                                      | \$91,307  |
| 17   | 243,990                        | \$93,576                          |                                   |  | \$93,576                                      | \$93,576  |
| 18   | 242,770                        | \$95,902                          |                                   |  | \$95,902                                      | \$95,902  |
| 19   | 241,556                        | \$98,285                          |                                   |  | \$98,285                                      | \$98,285  |
| 20   | 240,348                        | \$100,727                         |                                   |  | \$100,727                                     | \$100,727   |
| 21   | 239,146                        | \$103,230                         |                                   |  | \$103,230                                     | \$103,230   |
| 22   | 237,951                        | \$105,795                         |                                   |  | \$105,795                                     | \$105,795   |
| 23   | 236,761                        | \$108,424                         |                                   |  | \$108,424                                     | \$108,424   |
| 24   | 235,577                        | \$111,119                         |                                   |  | \$111,119                                     | \$111,119   |
| 25   | 234,399                        | \$113,880                         |                                   |  | \$113,880                                     | \$113,880   |
|      | <b>6,227,346</b>               | <b>\$2,154,002</b>                | <b>\$1,681,284</b>                | <b>\$208,377</b>                         | <b>\$264,340</b>                              | <b>\$1,945,625</b>                                    |

## South Gate Middle School

| Year | Annual Energy Production (kWh) | Annual Energy Cost Avoidance (\$) | Annual Project Cost Payments (\$) | Annual O&M and Perf. Guar. Payments (\$) | Annual Net Cost Avoidance After Payments (\$) | Annual General Fund Cost Avoidance After Payment (\$) |
|------|--------------------------------|-----------------------------------|-----------------------------------|--|---|---|
| 1    | 690,308                        | \$143,584                         | \$4,660,987                       | \$20,397.00                              | -\$4,537,799                                  | \$123,187   |
| 2    | 686,856                        | \$147,152                         |                                   | \$21,008.00                              | \$126,144                                     | \$126,144   |
| 3    | 683,422                        | \$150,809                         |                                   | \$21,639.00                              | \$129,170                                     | \$129,170   |
| 4    | 680,005                        | \$154,556                         |                                   | \$22,288.00                              | \$132,268                                     | \$132,268   |
| 5    | 676,605                        | \$158,397                         |                                   | \$22,956.00                              | \$135,441                                     | \$135,441   |
| 6    | 673,222                        | \$162,333                         |                                   | \$23,645.00                              | \$138,688                                     | \$138,688   |
| 7    | 669,856                        | \$166,367                         |                                   | \$24,355.00                              | \$142,012                                     | \$142,012   |
| 8    | 666,507                        | \$170,502                         |                                   | \$25,085.00                              | \$145,417                                     | \$145,417   |
| 9    | 663,174                        | \$174,739                         |                                   | \$25,838.00                              | \$148,901                                     | \$148,901   |
| 10   | 659,858                        | \$179,081                         |                                   | \$26,613.00                              | \$152,468                                     | \$152,468   |
| 11   | 656,559                        | \$183,531                         |                                   |  | \$183,531                                     | \$183,531   |
| 12   | 653,276                        | \$188,092                         |                                   |  | \$188,092                                     | \$188,092   |
| 13   | 650,010                        | \$192,766                         |                                   |  | \$192,766                                     | \$192,766   |
| 14   | 646,760                        | \$197,556                         |                                   |  | \$197,556                                     | \$197,556   |
| 15   | 643,526                        | \$202,465                         |                                   |  | \$202,465                                     | \$202,465   |
| 16   | 640,308                        | \$207,497                         |                                   |  | \$207,497                                     | \$207,497   |
| 17   | 637,107                        | \$212,653                         |                                   |  | \$212,653                                     | \$212,653   |
| 18   | 633,921                        | \$217,937                         |                                   |  | \$217,937                                     | \$217,937   |
| 19   | 630,752                        | \$223,353                         |                                   |  | \$223,353                                     | \$223,353   |
| 20   | 627,598                        | \$228,903                         |                                   |  | \$228,903                                     | \$228,903   |
| 21   | 624,460                        | \$234,592                         |                                   |  | \$234,592                                     | \$234,592   |
| 22   | 621,338                        | \$240,421                         |                                   |  | \$240,421                                     | \$240,421   |
| 23   | 618,231                        | \$246,396                         |                                   |  | \$246,396                                     | \$246,396   |
| 24   | 615,140                        | \$252,519                         |                                   |  | \$252,519                                     | \$252,519   |
| 25   | 612,064                        | \$258,794                         |                                   |  | \$258,794                                     | \$258,794   |
|      | 16,260,862                     | \$4,894,993                       | \$4,660,987                       | \$233,823                                | \$183   | \$4,661,170   |

[Return to Order of Business](#)



# TAB 6



## Board of Education Report

File #: Rep-190-24/25, Version: 1  
In Control: Facilities

Agenda Date: 2/11/2025

Define and Approve Three Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan (SEP) to Incorporate Therein  
Facilities Services Division

### Brief Description:

(Define and Approve Three Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan (SEP) to Incorporate Therein) Recommends definition and approval of three projects essential for replacing and upgrading critical systems and components of school buildings, as detailed in Exhibit A and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a combined budget of \$14,974,504.

### Action Proposed:

Define and approve three projects to provide critical replacements and upgrades of school building/site systems and components, as listed on Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for these proposed projects is \$14,974,504.

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

### Background:

Priorities for the expenditure of capital funding are evaluated to ensure the District's most pressing priorities are being addressed. More than 60 percent of Los Angeles Unified School District (Los Angeles Unified or District) school buildings were built more than 50 years ago, with more than \$80 billion of unfunded school facilities needs identified Districtwide, and these needs grow every year. As the District's capital needs far exceed available funding, the most pressing unfunded critical needs will continue to be addressed based on an evaluation of known facilities conditions and needs at schools. Projects developed under this category of need, Critical Replacements and Upgrades of School Building/Site Systems and Components, will replace failing building systems that create safety concerns and are disruptive to school operations. Systems in the worst condition, especially those that pose a safety hazard and/or will negatively impact school operations and other building systems if not addressed, will be addressed first.

The project proposals contained in this Board Report align with these priorities. Exhibit A includes three projects to provide roofing replacements at Franklin High School, Fremont High School, and Los Angeles Academy Middle School.

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Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on January 30, 2025, as referenced in Exhibit B. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

Expected Outcomes:

Staff anticipates that the Board of Education will adopt the proposed amendment to the Facilities SEP to define and approve three projects that address critical replacement and upgrade needs. Approval will authorize staff to proceed with the implementation of the proposed projects to improve student health, safety, and educational quality.

Board Options and Consequences:

Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to undertake the proposed projects in accordance with the provisions set forth in Los Angeles Unified local bond measures K, R, Y, Q, RR, and US. If the proposed action is not approved, Bond Program funds will not be expended, and critical replacement and upgrade needs will remain unaddressed.

Policy Implications:

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

Budget Impact:

The total combined budget for the three proposed projects is \$14,974,504 and will be funded with Bond Program funds earmarked specifically for critical replacements and upgrades of school building/site systems and components.

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

Student Impact:

Approval of the proposed projects enables the District to continue ongoing efforts to undertake facilities improvements that help ensure the approximately 4,140 current and future students attending these three schools are provided with a safe school environment that promotes teaching and learning.

Equity Impact:

Building components/systems in the worst condition, especially those that pose a safety hazard and/or negatively impact school operations and other building systems if not addressed, will be addressed first.

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Issues and Analysis:

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

Attachments:

Exhibit A - Projects to Replace Failing Building/Site Systems and Components

Exhibit B - BOC Resolution

Exhibit C - BOC Presentation


Submitted:

01/06/25

File #: Rep-190-24/25, Version: 1  
In Control: Facilities

Agenda Date: 2/11/2025


**RESPECTFULLY SUBMITTED,**

  
ALBERTO M. CARVALHO  
Superintendent

**APPROVED BY:**

  
PEDRO SALCIDO  
Deputy Superintendent,  
Business Services and Operations

**REVIEWED BY:**


  
DEVORA NAVERA REED  
General Counsel

☒ Approved as to form.

**APPROVED BY:**

  
KRISZTINA TOKES  
Chief Facilities Executive  
Facilities Services Division

**REVIEWED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

**PRESENTED BY:**

  
MARK CHO  
Deputy Director of Facilities  
Maintenance and Operations  
Facilities Services Division



**1. Franklin High School Roofing Replacement Project**

- *Region East, Board District 2*
- *Project Scope:* This project replaces approximately 148,900 square feet of deteriorated roofing on 19 buildings, an arcade, and the lunch shelter on the Franklin High School and Franklin Community Adult School campus including the replacement of damaged wood, installation of new gutters and downspouts, and paint to match the affected areas.
- *Project Budget:* \$5,181,684
- *Construction Schedule:* Construction is anticipated to begin in Q4-2025 and be completed by Q4-2026.

**2. Fremont High School Roofing Replacement Project**

- *Region South, Board District 7*
- *Project Scope:* This project replaces approximately 110,100 square feet of deteriorated roofing on 11 buildings, two arcades, a lunch pavilion, and an announcer's booth on the Fremont High School and Hope Continuation High School campus including the replacement of damaged wood, installation of new gutters and downspouts, and paint to match the affected areas.
- *Project Budget:* \$4,590,211
- *Construction Schedule:* Construction is anticipated to begin in Q4-2025 and be completed by Q3-2026.

**3. Los Angeles Academy Middle School Roofing Replacement Project**

- *Region East, Board District 7*
- *Project Scope:* This project replaces approximately 128,600 square feet of deteriorated roofing on six buildings, an extensive arcade, and the lunch pavilion including the replacement of damaged wood, installation of new gutters and downspouts, and paint to match the affected areas.
- *Project Budget:* \$5,202,609
- *Construction Schedule:* Construction is anticipated to begin in Q4-2025 and be completed by Q1-2027.

**SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE**

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

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

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

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

**Timothy Popejoy**  
Bond Oversight Administrator  
**Perla Zitle**  
Bond Oversight Coordinator

**RESOLUTION 2025-01****BOARD REPORT NO. 190-24/25**

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THREE PROJECTS  
TO PROVIDE CRITICAL REPLACEMENTS AND UPGRADES OF SCHOOL  
BUILDING/SITE SYSTEMS AND COMPONENTS AND AMEND THE FACILITIES  
SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff proposes that the Board of Education (Board) define and approve three projects that provide critical replacements and upgrades (Projects) with a combined budget of \$14,974,504 as described in Board Report 190-24/25 attached hereto, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, and

WHEREAS, District Staff also requests that the Board authorize the Chief Procurement Officer and/or the Chief Facilities Executive, and/or their designee(s), to execute all instruments necessary, as legally permissible, to implement the proposed projects, including budget modifications and the purchase of equipment and materials; and

WHEREAS, Projects developed under the School Upgrade Program category of need, Critical Replacements and Upgrades of School Building/Site Systems and Components, will replace failing building systems that create safety concerns and are disruptive to school operations. Systems in the worst condition, especially those that pose a safety hazard and/or will negatively impact school operations and other building systems if not addressed, will be addressed first; and

WHEREAS, The proposed Projects include providing roofing replacements at Franklin High School, Fremont High School, and Los Angeles Academy Middle School;

WHEREAS, The proposed Projects are consistent with the Los Angeles Unified School District (Los Angeles Unified or District)'s long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in Los Angeles Unified local bond measures; and

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THREE PROJECTS TO PROVIDE CRITICAL REPLACEMENTS AND UPGRADES OF SCHOOL BUILDING/SITE SYSTEMS AND COMPONENTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

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

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

WHEREAS, the District's Office of the General Counsel has reviewed the proposed Projects and determined that they may proceed to the School Construction Bond Citizens' Oversight Committee (BOC) for consideration and recommendation to the Board of Education; and

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

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends that the Board of Education define and approve three projects that provide critical replacements and upgrades with a combined budget of \$14,974,504 and amend the Facilities SEP to incorporate therein, as described in Board Report 190-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on January 30, 2025, by the following vote:

AYES: 10

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 3

/Robert Campbell/

Robert Campbell  
Vice-Chair

/Samantha Rowles/

Dr. Samantha Rowles  
Secretary



## **Critical Replacements and Upgrades of School Building/Site Systems and Components**

Bond Oversight Committee Meeting  
January 30, 2025

## Critical Replacements and Upgrades

| Item   | Board District | Region | School                            | Description         | Anticipated Construction Start | Anticipated Construction Completion | Project Budget |
|--------|----------------|--------|-----------------------------------|---------------------|--------------------------------|-------------------------------------|----------------|
| 1      | 2              | East   | Franklin High School              | Roofing Replacement | Q4-2025                        | Q4-2026                             | \$5,181,684    |
| 2      | 7              | South  | Fremont High School               | Roofing Replacement | Q4-2025                        | Q3-2026                             | \$4,590,211    |
| 3      | 7              | East   | Los Angeles Academy Middle School | Roofing Replacement | Q4-2025                        | Q1-2027                             | \$5,202,609    |
| Total: |                |        |                                   |                     |                                |                                     | \$14,974,504   |

# Franklin High School

## Roofing Replacement

### Project Scope:

- Replace approximately 148,900 square feet of deteriorated roofing on 19 buildings, an arcade, and the lunch shelter on the Franklin HS & Franklin Community Adult School campus
- Install new gutters and downspouts

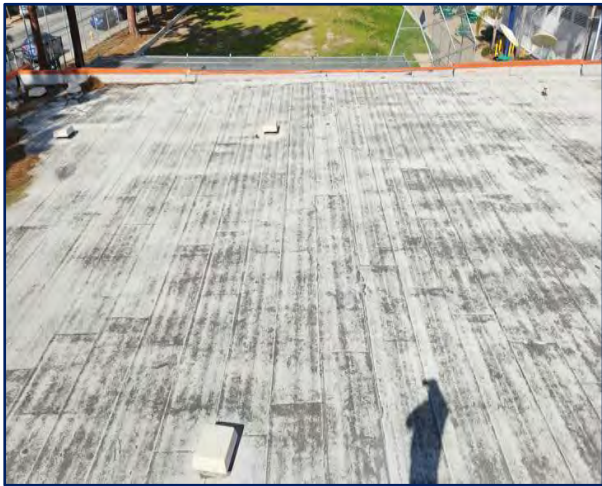
Enrollment: 1,303

Construction Schedule: Q4-2025 to Q4-2026

Project Budget: \$5,181,684

### Project Budget Breakdown:

|              |       |
|--------------|-------|
| Plans        | 0.5%  |
| Construction | 88.8% |
| Management   | 2.6%  |
| Reserve      | 8.1%  |





# Fremont High School

## Roofing Replacement

### Project Scope:

- Replace approximately 110,100 square feet of deteriorated roofing on 11 buildings, 2 arcades, a lunch pavilion, and an announcer's booth on the Fremont HS and Hope Continuation HS campus
- Install new gutters and downspouts

Enrollment: 2,013

Construction Schedule: Q4-2025 to Q3-2026

Project Budget: \$4,590,211

### Project Budget Breakdown:

|              |       |
|--------------|-------|
| Plans        | 0.5%  |
| Construction | 88.9% |
| Management   | 2.6%  |
| Reserve      | 8.0%  |





# Los Angeles Academy Middle School

## Roofing Replacement

### Project Scope:

- Replace approximately 128,600 square feet of deteriorated roofing on 6 buildings, an extensive arcade, and the lunch pavilion
- Install new gutters and downspouts

Enrollment: 828

Construction Schedule: Q4-2025 to Q1-2027

Project Budget: \$5,202,609

### Project Budget Breakdown:

|              |       |
|--------------|-------|
| Plans        | 0.5%  |
| Construction | 88.8% |
| Management   | 2.6%  |
| Reserve      | 8.1%  |



# Questions?

[Return to Order of Business](#)

7

**TAB 7**



## Board of Education Report

File #: Rep-198-24/25, Version: 1  
In Control: Facilities

Agenda Date: 2/11/2025

Define and Approve 11 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein  
Facilities Services Division

### Brief Description:

(Define and Approve 11 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of 11 Board District Priority and Region Priority projects, as detailed in Exhibit A, and the amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, for a combined budget of \$924,580.

### Action Proposed:

Define and approve 11 Board District Priority (BDP) and Region Priority (RP) projects, as listed on Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total budget for these proposed projects is \$924,580.

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

### Background:

Projects are developed at the discretion of the Board Districts and/or Regions based upon an identified need. These projects are developed with support from Facilities Services Division staff and input from school administrators.

Project scopes, schedules, and budgets may vary depending on site conditions and needs. All projects must be capital in nature and adhere to bond language and laws.

### Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on January 30, 2025, as referenced in Exhibit B. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

### Expected Outcomes:

Execution of these proposed projects will help improve the learning environment for students, teachers, and staff.

### Board Options and Consequences:

Adoption of the proposed action will allow staff to execute the projects listed on Exhibit A. Failure to approve

this proposed action will delay the projects and ultimately the anticipated benefit to the school and its students.

**Policy Implications:**

The requested actions are consistent with the Board-Prioritized Facilities Programs for BDP and RP projects and the District's commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness Modernizing Infrastructure by providing capital improvements at schools.

**Budget Impact:**

The total combined budget for the 11 proposed projects is \$924,580. Five projects are funded by Bond Program funds earmarked specifically for BDP projects. Six projects are funded by Bond Program funds earmarked specifically for RP projects.

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

**Student Impact:**

The proposed projects will upgrade, modernize, and/or improve school facilities to enhance the safety and educational quality of the learning environment to benefit approximately 4,850 current and future students.

**Equity Impact:**

Board Districts and Regions consider a number of factors, including equity, when identifying the need for BDP and RP projects.

**Issues and Analysis:**

This report includes a number of time-sensitive, small to medium-sized projects that have been deemed critical by Board Districts and/or Regions and school administrators.

**Attachments:**

Exhibit A - Board District Priority and Region Priority Projects  
Exhibit B - BOC Resolution  
Exhibit C - BOC Presentation

**Submitted:**

01/13/25




File #: Rep-198-24/25, Version: 1  
In Control: Facilities

Agenda Date: 2/11/2025


**RESPECTFULLY SUBMITTED,**

  
ALBERTO M. CARVALHO  
Superintendent

**APPROVED BY:**

  
PEDRO SALCIDO  
Deputy Superintendent,  
Business Services and Operations

**REVIEWED BY:**

  
DEVORA NAVERA REED  
General Counsel

☒ Approved as to form.

**APPROVED BY:**

  
KRISZTINA TOKES  
Chief Facilities Executive  
Facilities Services Division

**REVIEWED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

**PRESENTED BY:**

  
MARK CHO  
Deputy Director of Facilities  
Maintenance and Operations  
Facilities Services Division

## **EXHIBIT A**

### **BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS**

| Item         | Board District | Region | School  | Project   | Managed Program | Project Budget    | Anticipated Construction Start | Anticipated Construction Completion |
|--------------|----------------|--------|---|---|-----------------|-------------------|--------------------------------|-------------------------------------|
| 1            | 2              | E      | Castro MS   | Install water bottle filling station                    | RP              | \$ 50,609         | Q2-2025                        | Q3-2025                             |
| 2            | 2              | E      | Rosemont ES   | Provide classroom furniture                             | BDP             | \$ 45,832         | Q1-2025                        | Q3-2025                             |
| 3            | 2              | E      | Soto ES   | Install new electronic free-standing marquee            | RP              | \$ 71,509         | Q2-2025                        | Q3-2025                             |
| 4            | 2              | E      | White ES  | Install new wrought iron fence                          | RP              | \$ 74,504         | Q2-2025                        | Q3-2025                             |
| 5            | 4              | W      | Mark Twain MS                                       | Install new visual equipment and lighting in auditorium | BDP             | \$ 204,834        | Q2-2025                        | Q3-2025                             |
| 6            | 6              | N      | Lowman Special Education & Career Transition Center | Install new chain link privacy fence                    | RP <sup>1</sup> | \$ 69,677         | Q2-2025                        | Q3-2025                             |
| 7            | 6              | N      | Sylmar Charter HS                                   | Install video surveillance (CCTV) system                | RP <sup>2</sup> | \$ 159,085        | Q3-2025                        | Q3-2025                             |
| 8            | 6              | N      | Toluca Lake EEC                                     | Provide exterior furniture                              | BDP             | \$ 16,228         | Q1-2025                        | Q3-2025                             |
| 9            | 7              | E      | Main ES   | Install new audio/visual equipment in auditorium        | RP              | \$ 84,293         | Q2-2025                        | Q3-2025                             |
| 10           | 7              | S      | Bandini ES  | Provide classroom furniture                             | BDP             | \$ 57,229         | Q1-2025                        | Q3-2025                             |
| 11           | 7              | S      | Gardena ES  | Install new chain link privacy fence                    | BDP             | \$ 90,780         | Q3-2025                        | Q4-2025                             |
| <b>TOTAL</b> |                |        |   |   |                 | <b>\$ 924,580</b> |                                |                                     |

<sup>1</sup> Lowman Special Education & Career Transistion Center - Although this is a Region North (RN) RP project, Board District 6 (BD6) will contribute \$34,840 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD6 spending target to the RN spending target.

<sup>2</sup> Sylmar Charter HS - Although this is a Region North (RN) RP project, Board District 6 (BD6) will contribute \$79,540 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD6 spending target to the RN spending target.

NOTE: Budgets for marquee projects may vary depending on size, type, location, etc.

**SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE**

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

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

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

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

**Timothy Popejoy**  
Bond Oversight Administrator  
**Perla Zitle**  
Bond Oversight Coordinator

**RESOLUTION 2025-02****BOARD REPORT NO. 198-24/25**

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 11 BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff proposes the Board of Education define and approve 11 Board District Priority and Region Priority Projects (as listed on Exhibit A of Board Report No. 198-24/25) and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total budget for these proposed projects is \$924,580; and

WHEREAS, District Staff proposes the Board of Education authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the proposed projects, including budget modifications and the purchase of equipment and materials; and

WHEREAS, Projects are developed at the discretion of the Board Districts and/or Regions based upon an identified need with support from Facilities staff and input from school administrators; and

WHEREAS, District Staff have determined the proposed projects are consistent with the District's commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment; and

WHEREAS, Funding for the 11 proposed projects will come from Board District Priority Funds and Region Priority Funds; and



**RESOLUTION 2025-02****RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 11 BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, the District's Office of the General Counsel has reviewed the proposed Projects and determined that they may proceed to the School Construction Bond Citizens' Oversight Committee (BOC) for consideration and recommendation to the Board of Education; and

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

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends the Board of Education define and approve 11 Board District Priority and Region Priority Projects with a combined budget of \$924,580, and amend the Facilities SEP to incorporate therein, as described in Board Report No. 198-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on January 30, 2025, by the following vote:

AYES: 10

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 3

/Robert Campbell/

Robert Campbell  
Vice-Chair

/Samantha Rowles/

Dr. Samantha Rowles  
Secretary



## **Board District Priority and Region Priority Projects**

Bond Oversight Committee Meeting  
January 30, 2025

# Board District Priority and Region Priority Projects

146

| Item         | Board District | Region | School  | Project Description                                     | Managed Program | Project Budget    | Anticipated Construction Start | Anticipated Construction Completion |
|--------------|----------------|--------|---|---|-----------------|-------------------|--------------------------------|-------------------------------------|
| 1            | 2              | E      | Castro MS   | Install water bottle filling station                    | RP              | \$ 50,609         | Q2-2025                        | Q3-2025                             |
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| 4            | 2              | E      | White ES  | Install wrought iron fence                              | RP              | \$ 74,504         | Q2-2025                        | Q3-2025                             |
| 5            | 4              | W      | Twain MS  | Install new visual equipment and lighting in auditorium | BDP             | \$ 204,834        | Q2-2025                        | Q3-2025                             |
| 6            | 6              | N      | Lowman Special Education & Career Transition Center | Install new chain link privacy fence                    | RP <sup>1</sup> | \$ 69,677         | Q2-2025                        | Q3-2025                             |
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| 10           | 7              | S      | Bandini ES  | Provide classroom furniture                             | BDP             | \$ 57,229         | Q1-2025                        | Q3-2025                             |
| 11           | 7              | S      | Gardena ES  | Install new chain link privacy fence                    | BDP             | \$ 90,780         | Q3-2025                        | Q4-2025                             |
| <b>TOTAL</b> |                |        |   |   |                 | <b>\$ 924,580</b> |                                |                                     |

<sup>1</sup> Lowman Special Education & Career Transition Center - Although this is a Region North (RN) RP project, Board District 6 (BD6) will contribute \$34,840 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD6 spending target to the RN spending target.

<sup>2</sup> Sylmar Charter HS - Although this is a Region North (RN) RP project, Board District 6 (BD6) will contribute \$79,540 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD6 spending target to the RN spending target.

NOTE: Budgets for marquee projects may vary depending on size, type, location, etc.

# Twain MS

## Install new visual equipment and lighting in auditorium (Item #5)

This project is to install a new projector, projector screen, and stage lighting in the auditorium.

Construction Schedule: Q2 2025 – Q3 2025

Project Budget: \$204,834

Project Budget Breakdown:

|           |     |
|-----------|-----|
| Materials | 73% |
| Labor     | 21% |
| Reserve   | 6%  |



Hillside ES

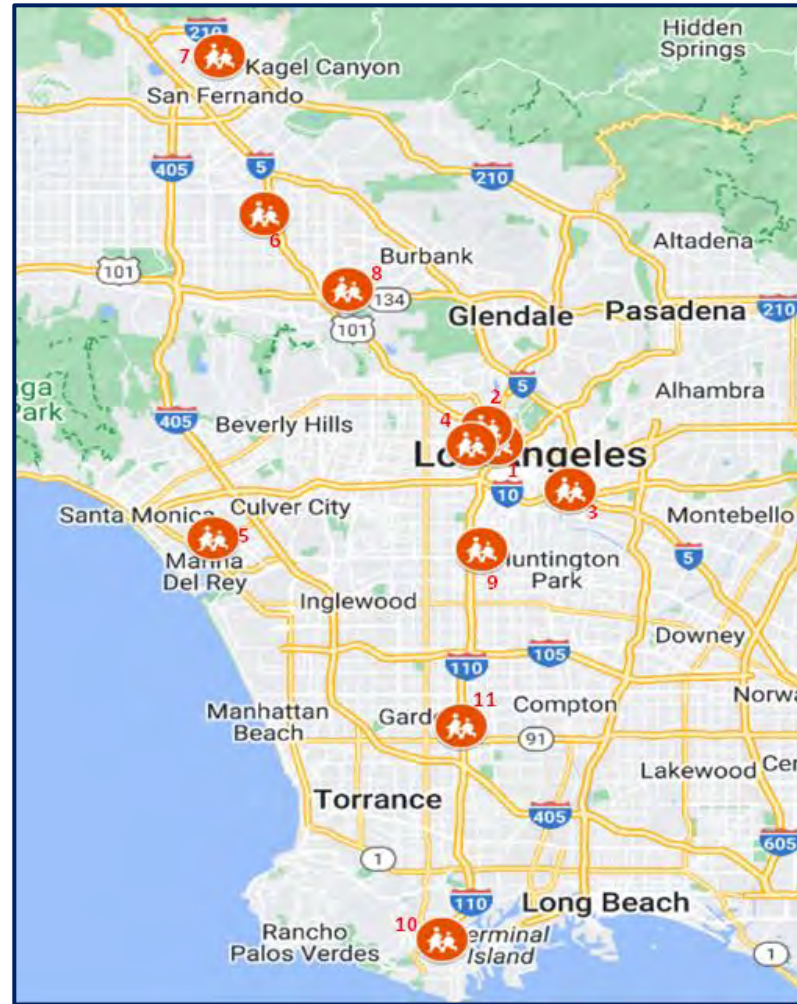


Dana MS

# Map of Board District Priority and Region Priority Projects<sup>148</sup>

(Prepared by BOC Staff)

|   |
|---|
| <p><b>1. Sal Castro Middle School (6– 8)</b></p> <p>1575 W 2ND ST, LOS ANGELES, CA 90026;</p> <p>213–241–4416; <a href="https://explore.lausd.org/school/1804501/Sal-Castro-Middle-School">https://explore.lausd.org/school/1804501/Sal-Castro-Middle-School</a>; Enrollment: 315 students; Board District 2; Region East; Downtown CoS</p>   |
| <p><b>2. Rosemont Avenue Elementary (2– 5)</b></p> <p>421 N ROSEMONT AVE, LOS ANGELES, CA 90026;</p> <p>213–413–5310; <a href="https://explore.lausd.org/school/1637001/Rosemont-Avenue-Elementary">https://explore.lausd.org/school/1637001/Rosemont-Avenue-Elementary</a>; Enrollment: 169 students; Board District 2; Region East; Downtown CoS</p>  |
| <p><b>3. Soto Street Elementary (K– 6)</b></p> <p>1020 S SOTO ST, LOS ANGELES, CA 90023;</p> <p>323–262–6513; <a href="https://explore.lausd.org/school/1684901/Soto-Street-Elementary">https://explore.lausd.org/school/1684901/Soto-Street-Elementary</a>; Enrollment: 215 students; Board District 2; Region East; Boyle Heights CoS</p>   |
| <p><b>4. Charles White Elementary School (1– 5)</b></p> <p>2401 WILSHIRE BLVD, LOS ANGELES, CA 90057;</p> <p>213–487–9172; <a href="https://explore.lausd.org/school/1254201/Charles-White-Elementary-School">https://explore.lausd.org/school/1254201/Charles-White-Elementary-School</a>; Enrollment: 249 students (118 in Magnet); Board District 2; Region East; MacArthur Park CoS</p>   |
| <p><b>5. Mark Twain Middle School (6– 8)</b></p> <p>2224 WALGROVE AVE, LOS ANGELES, CA 90066;</p> <p>310–305–3100; <a href="https://explore.lausd.org/school/1842501/Mark-Twain-Middle-School">https://explore.lausd.org/school/1842501/Mark-Twain-Middle-School</a>; Enrollment: 958 students (127 in Magnet); Board District 4; Region West; Venice CoS</p>   |
| <p><b>6. Charles Leroy Lowman Special Ed &amp; Career Transition Center (K–12)</b></p> <p>12827 SATICOY ST, NORTH HOLLYWOOD, CA 91605;</p> <p>818–765–3404; <a href="https://explore.lausd.org/school/1194801/Charles-Leroy-Lowman-Special-Ed-&amp;-Career-Transition-Center">https://explore.lausd.org/school/1194801/Charles-Leroy-Lowman-Special-Ed-&amp;-Career-Transition-Center</a>; Enrollment: 163 students; Board District 6; Region North; Sun Valley CoS</p> |



|   |
|---|
| <p><b>7. Sylmar Charter High School (9–12)</b></p> <p>13050 BORDEN AVE, SYLMAR, CA 91342;</p> <p>818–833–3700; <a href="https://explore.lausd.org/school/1887801/Sylmar-Charter-High-School">https://explore.lausd.org/school/1887801/Sylmar-Charter-High-School</a>; Enrollment: 1518 students (379 in Magnet); Board District 6; Region North; San Frnndo/Sylmr CoS</p>                 |
| <p><b>8. Toluca Lake Early Education Center (Pre-K)</b></p> <p>4915 STROHM AVE, NORTH HOLLYWOOD, CA 91601;</p> <p>818–980–0925; <a href="https://explore.lausd.org/school/1956801/Toluca-Lake-Early-Education-Center">https://explore.lausd.org/school/1956801/Toluca-Lake-Early-Education-Center</a>; Enrollment: 111 students; Board District 6; Region North; No Hlywd/Val Vlg CoS</p> |
| <p><b>9. Main Street Elementary (K– 5)</b></p> <p>129 E 53RD ST, LOS ANGELES, CA 90011;</p> <p>323–232–4856; <a href="https://explore.lausd.org/school/1506801/Main-Street-Elementary">https://explore.lausd.org/school/1506801/Main-Street-Elementary</a>; Enrollment: 646 students (256 in Dual Language); Board District 7; Region East; Hstrc Cntrl Ave CoS</p>                       |
| <p><b>10. Bandini Street Elementary (K– 5)</b></p> <p>425 N BANDINI ST, SAN PEDRO, CA 90731;</p> <p>310–832–4593; <a href="https://explore.lausd.org/school/1228801/Bandini-Street-Elementary">https://explore.lausd.org/school/1228801/Bandini-Street-Elementary</a>; Enrollment: 254 students (74 in Dual Language); Board District 7; Region South; San Pedro CoS</p>                  |
| <p><b>11. Gardena Elementary (K– 5)</b></p> <p>647 W GARDENA BLVD, GARDENA, CA 90247;</p> <p>310–324–6967; <a href="https://explore.lausd.org/school/1404101/Gardena-Elementary">https://explore.lausd.org/school/1404101/Gardena-Elementary</a>; Enrollment: 450 students (131 in Dual Language); Board District 7; Region South; Gardena CoS</p>  |

# Questions?

[Return to Order of Business](#)

**TAB 8**





## Board of Education Report

File #: Rep-199-24/25, Version: 1  
In Control: Facilities

Agenda Date: 2/11/2025

Consideration of Street Lighting Maintenance Assessment for the 112th Street & Central Avenue  
Lighting District  
Facilities Services Division

### Brief Description:

(Consideration of Street Lighting Maintenance Assessment for the 112th Street & Central Avenue Lighting District) Recommends authorization of the Chief Facilities Executive and/or her designee to cast the Proposition 218 ballot for street lighting maintenance assessment for the 112th Street & Central Avenue Lighting District (Lighting District) within the City of Los Angeles (City) and execute any other reasonable instruments on behalf of Los Angeles Unified in an amount not to exceed \$15,994.88 annually (not including annual Consumer Price Index (CPI) increases).

### Action Proposed:

Authorize the Chief Facilities Executive and/or her designee to cast the Proposition 218 ballot for street lighting maintenance assessment for the Lighting District within the City and execute any other reasonable instruments on behalf of Los Angeles Unified in an amount not to exceed \$15,994.88 annually (not including annual CPI increases). Should the Board of Education (Board) approve this proposal, Staff will cast the ballot in support (Yes); if the proposal is not approved, the ballot will be cast against (No).

### Background:

The street lighting maintenance assessment for the Lighting District is seeking support of a ballot to add 20 new streetlights along South Central Avenue and East 112th Street in Los Angeles. Of these, 13 streetlights would be installed along the perimeter of 112th Street Elementary School, as identified in Exhibit A. The Lighting District will need to submit ballots to property owners to vote on the assessment and to install the additional streetlights. The Lighting District provides servicing, installation, maintenance, and operation of street lighting. The cost for services includes but is not limited to electricity, lamps, fixtures, poles, wires, repair crews and vehicles and other items necessary to operate streetlights in the City. The additional lighting will further enhance safety measures and support safety passages.

Los Angeles Unified currently pays \$1,106.98 annually for 12 existing streetlights in this area. If approved and implemented, the annual amount for the special assessment projected by the 112th Street & Central Avenue Lighting District for 112th Street Elementary School would increase to \$15,994.88. This adjustment reflects several key factors: the existing assessment amounts have not been updated for inflation since 1997 due to Prop 218, which froze rates for over 25 years, and the methodology has changed from calculating rates based on property frontage to acreage, resulting in larger parcels incurring higher assessments. Additionally, the inclusion of street lighting, which requires more poles with closer spacing, adds a significant layer of maintenance costs, further contributing to the adjusted rates. The proposed assessment is subject to annual increases based on the 112th Street & Central Avenue Lighting District budget.



The 112th Street & Central Avenue Lighting District is located in Region South, Board District 7 (Tanya Ortiz Franklin).

#### Expected Outcomes:

Approval of the action will authorize the Chief Facilities Executive and/or her designee to execute the ballot in support of the proposed lighting assessment provided by the 112th Street & Central Avenue Lighting District and pay the annual assessment for the 112th Street & Central Avenue Lighting District. The increased lighting will help further enhance safe passages to and from school for students attending 112th Street Elementary School.

#### Board Options and Consequences:

A “yes” vote by the Board will authorize the Chief Facilities Executive and/or her designee to record a yes vote on the Proposition 218 ballot for the 112th Street & Central Avenue Lighting District.

A “no” vote by the Board will authorize the Chief Facilities Executive and/or her designee to record a no vote on the Proposition 218 ballot for the 112th Street & Central Avenue Lighting District. This may result in the 112th Street & Central Avenue Lighting District failing to obtain a majority affirmative vote of the property owners in the 112th Street & Central Avenue Lighting District. However, if the 112th Street & Central Avenue Lighting District does secure the required support, Los Angeles Unified would still be obligated to pay the cost associated with the special assessments.

#### Policy Implications:

The proposed action advances Los Angeles Unified’s 2022-2026 Strategic Plan Pillar 3 Engagement and Collaboration Leading for Impact by growing and leveraging partnerships with community-based organizations. Moreover, it supports the District’s Every School Safe: A Blueprint for Safety.

#### Budget Impact:

The projected annual amount for the assessment of 112th Street & Central Avenue Lighting District in 2025 would be increased from \$1,106.98 to \$15,994.88 and subject to increases based on the 112th Street & Central Avenue Lighting District budget annually thereafter. Annual assessment for the 112th Street & Central Avenue Lighting District will be provided by the General Fund, Program Code 15190. This is a new cost, and additional funding will be necessary to support the assessment. The assessment is an ongoing annual cost and does not have a sunset date.

#### Student Impact:

Improve safety measures and support safe passages around the school perimeter and surrounding neighborhood.

#### Equity Impact:

A lighting district is a geographically defined area within the City, in which services, maintenance, and operations are paid for through a special assessment, which is charged to all members within the district in order to equitably distribute the benefits received and the costs incurred to provide the agreed-upon services, activities, and operations.

#### Issues and Analysis:

Article 13 D (Proposition 218) of the State Constitution requires that a parcel’s assessment may not exceed the reasonable cost for the proportional special benefit conferred on that parcel. Article 13 D provides that only special benefits are assessable, and the City must separate the general benefits from the special benefits. It also

requires that publicly owned properties, which benefit from the improvements, be assessed.

Los Angeles Unified is not obligated to support the formation of the 112th Street & Central Avenue Lighting District. Regardless of Los Angeles Unified's support, if the 112th Street & Central Avenue Lighting District is approved, Los Angeles Unified will be required to pay its special assessment unless there has been a formal determination that it is exempt.

The City has limited funding to provide certain services, and the 112th Street & Central Avenue Lighting District is able to supplement services that may benefit the community. Supporting the 112th Street & Central Avenue Lighting District is voluntary by the Board, however, Los Angeles Unified is obligated to pay the special assessment should the City Council vote to pass the 112th Street & Central Avenue Lighting District ballot presented.

Attachments:

Exhibit A - Area Map

Exhibit B - Aerial Map


Submitted:

01/14/25


**File #:** Rep-199-24/25, **Version:** 1  
**In Control:** Facilities

**Agenda Date:** 2/11/2025


**RESPECTFULLY SUBMITTED,**

  
 ALBERTO M. CARVALHO  
 Superintendent

**APPROVED BY:**

  
 PEDRO SALCIDO  
 Deputy Superintendent,  
 Business Services and Operations

**REVIEWED BY:**


  
 DEVORA NAVERA REED  
 General Counsel

☒ Approved as to form.

**APPROVED BY:**

  
 KRISZTINA TOKES  
 Chief Facilities Executive  
 Facilities Services Division

**REVIEWED BY:**

  
 NOLBERTO DELGADILLO  
 Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

**PRESENTED BY:**

  
 ISSAM DAHDUL  
 Director of Facilities  
 Planning and Development  
 Facilities Services Division

# Exhibit A

## Area Map





## Exhibit B

### Aerial Map



[Return to Order of Business](#)

# TAB 9



## Board of Education Report

File #: Rep-200-24/25, Version: 1  
In Control: Facilities

Agenda Date: 2/11/2025

Consideration of Street Lighting Maintenance Assessment for the 112th Street & Compton Avenue  
Lighting District  
Facilities Services Division

### Brief Description:

(Consideration of Street Lighting Maintenance Assessment for the 112th Street & Compton Avenue Lighting District) Recommends authorization of the Chief Facilities Executive and/or her designee to cast the Proposition 218 ballot for street lighting maintenance assessment for the 112th Street & Compton Avenue Lighting District (Lighting District) within the City of Los Angeles (City) and execute any other reasonable instruments on behalf of Los Angeles Unified in an amount not to exceed \$10,673.52 annually (not including annual Consumer Price Index (CPI) increases).

### Action Proposed:

Authorize the Chief Facilities Executive and/or her designee to cast the Proposition 218 ballot for street lighting maintenance assessment for the Lighting District within the City and execute any other reasonable instruments on behalf of Los Angeles Unified in an amount not to exceed \$10,673.52 annually (not including annual CPI increases). Should the Board of Education (Board) approve this proposal, Staff will cast the ballot in support (Yes); if the proposal is not approved, the ballot will be cast against (No).

### Background:

The street lighting maintenance assessment for the Lighting District is seeking support of a ballot to add 37 new streetlights along Compton Avenue, East 111th Street, East 112th Street, and Maie Avenue in Los Angeles. All 37 streetlights would be installed along the perimeter of Lovelia P. Flournoy Elementary School (School), as identified in Exhibit A. The Lighting District will need to submit ballots to property owners to vote on the assessment and to install the additional streetlights. The Lighting District provides servicing, installation, maintenance, and operation of street lighting. The cost for services includes but is not limited to electricity, lamps, fixtures, poles, wires, repair crews and vehicles and other items necessary to operate streetlights in the City. The additional lighting will further enhance safety measures and support safety passages.

Los Angeles Unified currently pays \$676.07 annually for 11 existing streetlights in this area. If approved and implemented, the annual amount for the special assessment projected by the Lighting District for the School would increase to \$10,673.52 annually. This adjustment reflects several key factors: the existing assessment amounts have not been updated for inflation since 1997 due to Prop 218, which froze rates for over 25 years, and the methodology has changed from calculating rates based on property frontage to acreage, resulting in larger parcels incurring higher assessments. Additionally, the inclusion of street lighting, which requires more poles with closer spacing, adds a significant layer of maintenance costs, further contributing to the adjusted rates. The proposed assessment is subject to annual increases based on the Lighting District budget.

The Lighting District is located in Region South, Board District 7 (Tanya Ortiz Franklin).



**Expected Outcomes:**

Approval of the action will authorize Staff to execute the ballot in support of the proposed lighting assessment provided by the Lighting District and pay the annual assessment for the Lighting District. The increased lighting will help further enhance safe passages to and from school for students attending the School.

**Board Options and Consequences:**

A “yes” vote by the Board will authorize Staff to record a yes vote on the Proposition 218 ballot for the Lighting District.

A “no” vote by the Board will authorize Staff to record a no vote on the Proposition 218 ballot for the Lighting District. This may result in the Lighting District failing to obtain a majority affirmative vote of the property owners in the Lighting District. However, if the Lighting District does secure the required support, Los Angeles Unified would still be obligated to pay the cost associated with the special assessments.

**Policy Implications:**

The proposed action advances Los Angeles Unified’s 2022-2026 Strategic Plan Pillar 3 Engagement and Collaboration Leading for Impact by growing and leveraging partnerships with community-based organizations. Moreover, it supports the District’s Every School Safe: A Blueprint for Safety.

**Budget Impact:**

The projected annual amount for the assessment of 112th Street & Compton Avenue Lighting District in 2025 would be increased from \$676.07 to \$10,673.52 and subject to increases based on the 112th Street & Compton Avenue Lighting District budget annually thereafter. Annual assessment for the 112th Street & Compton Avenue Lighting District will be provided by the General Fund, Program Code 15190. This is a new cost, and additional funding will be necessary to support the assessment. The assessment is an ongoing annual cost and does not have a sunset date.

**Student Impact:**

Improve safety measures and support safe passages around the school perimeter and surrounding neighborhood.

**Equity Impact:**

A lighting district is a geographically defined area within the City, in which services, maintenance, and operations are paid for through a special assessment, which is charged to all members within the district in order to equitably distribute the benefits received and the costs incurred to provide the agreed-upon services, activities, and operations.

**Issues and Analysis:**

Article 13 D (Proposition 218) of the State Constitution requires that a parcel’s assessment may not exceed the reasonable cost for the proportional special benefit conferred on that parcel. Article 13 D provides that only special benefits are assessable, and the City must separate the general benefits from the special benefits. It also requires that publicly owned properties, which benefit from the improvements, be assessed.

Los Angeles Unified is not obligated to support the formation of the 112th Street & Compton Avenue Lighting District. Regardless of Los Angeles Unified’s support, if the 112th Street & Compton Avenue Lighting District is approved, Los Angeles Unified will be required to pay its special assessment unless there has been a formal determination that it is exempt.

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File #: Rep-200-24/25, Version: 1

Agenda Date: 2/11/2025

In Control: Facilities

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The City has limited funding to provide certain services, and the 112th Street & Compton Avenue Lighting District is able to supplement services that may benefit the community. Supporting the 112th Street & Compton Avenue Lighting District is voluntary by the Board, however Los Angeles Unified is obligated to pay the special assessment should the City Council vote to pass the 112th Street & Compton Avenue Lighting District ballot presented.

## Attachments:

Exhibit A - Area Map

Exhibit B - Aerial Map

## Submitted:

01/14/25

**File #:** Rep-200-24/25, **Version:** 1  
**In Control:** Facilities

**Agenda Date:** 2/11/2025

**RESPECTFULLY SUBMITTED,**



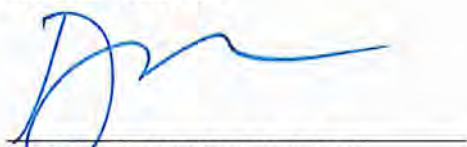
ALBERTO M. CARVALHO  
 Superintendent

**APPROVED BY:**



PEDRO SALCIDO  
 Deputy Superintendent,  
 Business Services and Operations

**REVIEWED BY:**



DEVORA NAVERA REED  
 General Counsel

☒ Approved as to form.

**APPROVED BY:**



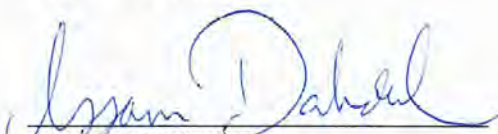
KRISZTINA TOKES  
 Chief Facilities Executive  
 Facilities Services Division

**REVIEWED BY:**



NOLBERTO DELGADILLO  
 Deputy Chief Business Officer, Finance

**PRESENTED BY:**



ISSAM DAHDUL  
 Director of Facilities  
 Planning and Development  
 Facilities Services Division

☒ Approved as to budget impact statement.





## Exhibit B

### Aerial Map



[Return to Order of Business](#)

# TAB 10



## Board of Education Report

File #: Rep-204-24/25, Version: 1  
In Control: Facilities

Agenda Date: 2/11/2025

Define and Approve Six Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein Facilities Services Division and Eco-Sustainability Office

### Brief Description:

(Define and Approve Six Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of six Sustainable Environment Enhancement Developments for Schools Projects at Broadway Elementary School, Dorris Elementary School, Hollywood Elementary School, Newcastle Elementary School, Osceola Elementary School, and West Hollywood Elementary School, as described in Exhibit A, and the amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) for a total combined budget for the six proposed Projects of \$900,000.

### Action Proposed:

Define and approve six SEEDS Projects at Broadway Elementary School, Dorris Elementary School, Hollywood Elementary School, Newcastle Elementary School, Osceola Elementary School, and West Hollywood Elementary School (Projects), as described in Exhibit A, and amend the Facilities SEP to incorporate therein. The total combined budget for the six proposed Projects is \$900,000.

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

### Background:

The SEEDS Program supports the development of projects that will enhance school sites by creating outdoor learning spaces in collaboration with school-based and community-led efforts (Program). There are two components to the Program:

1. Development of the outdoor learning space constructed by Los Angeles Unified which includes capital investments, such as asphalt removal, installation of irrigation and utilities, and any associated testing and inspection.
2. Collaboration with a school site and/or partner organization that will outfit the outdoor learning space with the plant materials and landscaping features that align with the school's instructional vision and program. This component is essential to the success of each project.

Potential projects are identified through proposals submitted by schools and/or partners. A school site by itself, or in cooperation with a partner organization, may submit a SEEDS application to receive up to \$100,000 to create or improve an outdoor learning space. An additional \$50,000 is available to schools ranked in the top 150 on the Los Angeles Unified Greening Index of schools in need of green space as published in August 2022



(Greening Index).

The Greening Index ranks the six schools as follows: Broadway Elementary School (376), Dorris Elementary School (483), Hollywood Elementary School (339), Newcastle Elementary School (265), Osceola Elementary School (569), and West Hollywood Elementary School (132), and therefore West Hollywood Elementary School is eligible for the additional \$50,000 allocation.

District staff evaluates the proposals based on the specific criteria and requirements outlined in the SEEDS Program Guide to ensure each proposal meets the eligibility requirements. Proposals must include a written project narrative describing the project scope, an explanation of how the project will be integrated into the school's curriculum, and confirmation of the availability of resources to outfit and maintain the outdoor learning space. The recommended Projects included in this Board Report have been reviewed and have been found to comply with the program requirements, including feasibility and equitable distribution throughout the District.

#### Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on January 30, 2025, as referenced in Exhibit B. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

#### Expected Outcomes:

Approval of this proposed action will enable staff to proceed with the design and construction of these six proposed Projects. Approval of these greening Projects will improve the learning environment for students, teachers, and staff, increase sustainability, and enhance the outdoor school environment.

#### Board Options and Consequences:

Approval of this proposed action will authorize staff to proceed with the expenditure of Bond Program funds to execute these proposed Projects that support educational programs related to nutrition, health, literacy, math, and science. If these proposed projects are not approved, the school sites will not benefit from the creation of these outdoor learning spaces.

#### Policy Implications:

The proposed action is consistent with the District's long-term goal to address the unmet needs of school facilities and provide students with safe and healthy learning environments. The action is also aligned with Board Resolutions that reiterate Los Angeles Unified's commitment to creating green learning spaces (Expand Sustainable Schoolyards and Environmental Initiatives and Curriculum Board Resolution, Creating New School Gardens and Campus and Community-Shared Green Spaces to Provide Outdoor Learning Opportunities and Create Sustainable and Healthy Environments, and Green Schools for All: Equitable Funding and Expansion of Green Spaces across District Campuses). The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan Pillar 2 Joy and Wellness Welcoming Learning Environments by developing safe and sustainable green spaces, outdoor learning environments, and shaded areas at schools.

#### Budget Impact:

The combined project budget for the six proposed Projects is \$900,000. The Projects will be funded with Bond Program funds earmarked specifically for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency.

The combined project budget includes a contribution of \$250,000 from Bond Program funds earmarked for Board District Priority Projects in Board District 4 which will be transferred to funds earmarked in the SUP for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency. The breakdown of this contribution by project is shown in Exhibit A.

#### Student Impact:

The proposed SEEDS projects at Broadway Elementary School, Dorris Elementary School, Hollywood Elementary School, Newcastle Elementary School, Osceola Elementary School, and West Hollywood Elementary School will provide outdoor learning spaces that create environments for student-centered, experiential, and engaged learning. These SEEDS learning gardens will facilitate educational programs related to nutrition, health, literacy, math, and science, and may also be used during recess and lunchtime by approximately 1,900 current and future students. These proposed Projects also encourage and support community, student, and parent engagement through the creation of partnerships that help establish and maintain the newly developed garden spaces.

#### Equity Impact:

Potential projects are identified through proposals submitted by schools and/or partners. A school by itself, or in cooperation with a partner organization, may submit an application for a SEEDS project for up to \$100,000. Schools ranked in the top 150 on the Greening Index will receive an additional \$50,000 for their SEEDS project. One of the six proposed projects included in this Board Report qualifies for this additional funding.

#### Issues and Analysis:

In order to ensure the long-term permanence of each SEEDS project, the school site and/or its partner organization must enter into a Maintenance Agreement that provides for the ongoing maintenance of the proposed outdoor learning space.

#### Attachments:

Exhibit A - Six SEEDS Projects  
Exhibit B - BOC Resolution  
Exhibit C - BOC Presentation

#### Submitted:

01/14/25

File #: Rep-204-24/25, Version: 1  
In Control: Facilities

Agenda Date: 2/11/2025

**RESPECTFULLY SUBMITTED,**



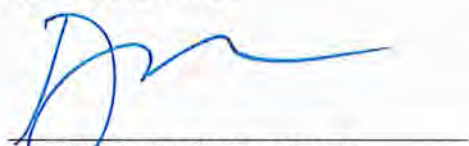
ALBERTO M. CARVALHO  
Superintendent

**APPROVED BY:**



PEDRO SALCIDO  
Deputy Superintendent,  
Business Services & Operations

**REVIEWED BY:**



DEVORA NAVERA REED  
General Counsel

**APPROVED BY:**



JAIME TORRENS  
Senior Advisor to the Superintendent  
Office of Senior Advisor to Superintendent

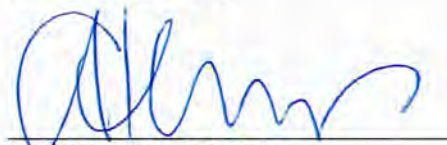
✓ Approved as to form.

**REVIEWED BY:**



NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

**APPROVED BY:**



KRISZTINA TOKES  
Chief Facilities Executive  
Facilities Services Division

✓ Approved as to budget impact statement.

**APPROVED BY:**



CHRISTOS CHRYSIOU  
Chief Eco-Sustainability Officer  
Eco-Sustainability Office

**APPROVED & PRESENTED BY:**



MARK CHO  
Deputy Director of Facilities  
Maintenance and Operations  
Facilities Services Division

**EXHIBIT A**  
**Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects**

| Item         | Board District | Region | School                         | Partner Organization                          | Schoolyard % Green | Project Description  | Project Budget <sup>1</sup> | Anticipated Construction Start | Anticipated Construction Completion |
|--------------|----------------|--------|--------------------------------|---|--------------------|--|-----------------------------|--------------------------------|-------------------------------------|
| 1            | 4              | W      | Broadway ES <sup>2</sup>       | Friends of Broadway Elementary School (FOBES) | 21.57%             | Construct an outdoor learning environment of approximately 2,500 square feet. The project includes the removal of grass and the addition of new decomposed granite, salvaged log benches, boulders, and native planting areas with shade trees.  | \$200,000                   | Q4-2025                        | Q3-2026                             |
| 2            | 4              | N      | Newcastle ES <sup>3</sup>      | School  | 11.62%             | Construct an outdoor learning environment of approximately 2,820 square feet. The project includes the removal of asphalt and the addition of raised garden beds, new decomposed granite, salvaged log benches and stools, and native planting areas with shade trees.   | \$150,000                   | Q4-2025                        | Q3-2026                             |
| 3            | 4              | W      | West Hollywood ES <sup>4</sup> | School  | 7.21%              | Construct an outdoor learning environment of approximately 9,600 square feet. The project includes the removal of asphalt and the addition of a grass field, native planting areas with shade trees and mulch.   | \$250,000                   | Q4-2025                        | Q3-2026                             |
| 4            | 5              | W      | Dorris ES                      | School  | 13.35%             | Construct an outdoor learning environment of approximately 3,000 square feet. The project includes the removal of asphalt and the addition of new decomposed granite, salvaged log benches and stools, and native planting areas with shade trees.   | \$100,000                   | Q4-2025                        | Q3-2026                             |
| 5            | 5              | W      | Hollywood ES                   | School  | 26.60%             | Construct an outdoor learning environment of approximately 3,000 square feet. The project includes the removal of grass and the addition of raised garden beds, new decomposed granite, engineered wood fiber, salvaged log benches and stools, a music and movement area, and native planting areas with shade trees. | \$100,000                   | Q4-2025                        | Q3-2026                             |
| 6            | 6              | N      | Osceola ES                     | School  | 31.72%             | Construct an outdoor learning environment of approximately 2,600 square feet. The project includes the removal of asphalt and the addition of raised garden beds, decomposed granite, salvaged log benches and stools, and native planting areas with shade trees.   | \$100,000                   | Q4-2025                        | Q3-2026                             |
| <b>TOTAL</b> |                |        |                                |   |                    |  | <b>\$900,000</b>            |                                |                                     |

<sup>1</sup> Project budget reflects the design services and improvements undertaken by the District. The outfitting and maintenance of the outdoor learning space will be provided by the school site community and/or partner organization.

<sup>2</sup> The budget for Broadway ES includes \$100,000 of SEEDS funds plus a contribution of \$100,000 of Board District Priority funds from Board District 4.

<sup>3</sup> The budget for Newcastle ES includes \$100,000 of SEEDS funds plus a contribution of \$50,000 of Board District Priority funds from Board District 4.

<sup>4</sup> The budget for West Hollywood ES includes \$150,000 of SEEDS/SEEDS+ funds plus a contribution of \$100,000 of Board District Priority funds from Board District 4.

Greening Index:

Broadway Elementary School Greening Index Rank No. 376

Dorris Elementary School Greening Index Rank No. 483

Hollywood Elementary School Greening Index Rank No. 339

Newcastle Elementary School Greening Index Rank No. 265

Osceola Elementary School Greening Index Rank No. 569

West Hollywood Elementary School Greening Index Rank No. 132

**SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE**

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

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

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

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

**Timothy Popejoy**  
Bond Oversight Administrator  
**Perla Zittle**  
Bond Oversight Coordinator

**RESOLUTION 2025-03****BOARD REPORT 204-24/25**

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE SIX SUSTAINABLE ENVIRONMENT ENHANCEMENT DEVELOPMENTS FOR SCHOOLS (SEEDS) PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff proposes the Board of Education define and approve six Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects at Broadway Elementary School, Dorris Elementary School, Hollywood Elementary School, Newcastle Elementary School, Osceola Elementary School, and West Hollywood Elementary School (Projects), which have a total combined budget of \$900,000, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, as defined in Board Report No. 204-24/25; and

WHEREAS, The SEEDS Program was established to support the development of projects that will enhance school sites by creating outdoor learning spaces in collaboration with school-based and community-led efforts (Program); and

WHEREAS, Potential projects are identified through proposals submitted by schools and/or partners. A school site by itself, or in cooperation with a partner organization, may submit a SEEDS application to receive up to \$100,000 to create or improve an outdoor learning space. An additional \$50,000 is available to schools ranked in the top 150 on the Los Angeles Unified Greening Index of schools in need of green space as published in August 2022 (Greening Index); and

WHEREAS, The Los Angeles Unified Greening Index ranks Broadway Elementary School (376), Dorris Elementary School (483), Hollywood Elementary School (339), Newcastle Elementary School (265), Osceola Elementary School (568), and West Hollywood Elementary School (132); and

**RESOLUTION 2025-03****RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE SIX SUSTAINABLE ENVIRONMENT ENHANCEMENT DEVELOPMENTS FOR SCHOOLS (SEEDS) PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff evaluates proposals based on the specific criteria and requirements outlined in the SEEDS Program Guide to ensure each proposal meets the eligibility requirements and includes a written project narrative describing the project scope, an explanation of how the project will be integrated into the school's curriculum, and confirmation of the availability of resources to outfit and maintain the outdoor learning space, and the projects being recommended were reviewed and are found to be in compliance with the Program requirements; and

WHEREAS, The combined project budget for the six proposed Projects is \$900,000. The Projects will be funded with Bond Program funds earmarked specifically for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency; and

WHEREAS, The combined project budget includes a contribution of \$250,000 from Bond Program funds earmarked for Board District Priority Projects in Board District 4 which will be transferred to funds earmarked in the SUP for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency. The breakdown of this contribution by project is shown in Exhibit A of Board Report No. 204-24/25; and

WHEREAS, In order to ensure the long-term permanence of each SEEDS project, the school site and/or its partner organization must enter into a Maintenance Agreement that provides for the ongoing maintenance of the proposed outdoor learning space; and

WHEREAS, the District's Office of the General Counsel has reviewed the proposed Projects and determined that they may proceed to the School Construction Bond Citizens' Oversight Committee (BOC) for consideration and recommendation to the Board of Education; and

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

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Citizens' Bond Oversight Committee (BOC) recommends the Board of Education define and approve six SEEDS Projects at Broadway Elementary School, Dorris Elementary School, Hollywood Elementary School, Newcastle Elementary School, Osceola Elementary School, and West Hollywood Elementary School, with a total combined budget of \$900,000, and amend the Facilities SEP to incorporate therein, as defined in Board Report No. 204-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee's website.

**RESOLUTION 2025-03****RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE SIX SUSTAINABLE ENVIRONMENT ENHANCEMENT DEVELOPMENTS FOR SCHOOLS (SEEDS) PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.

ADOPTED on January 30, 2025, by the following vote:

AYES: 10

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 3

/Robert Campbell/

Robert Campbell  
Vice-Chair

/Samantha Rowles/

Dr. Samantha Rowles  
Secretary





# 6 Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects

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Canterbury ES – SEEDS



Mayall ES – SEEDS



Malabar ES – SEEDS

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*Bond Oversight Committee Meeting  
January 30, 2025*



# Sustainable Environment Enhancement Developments for Schools (SEEDS) Program Background

## Overview

- Established in 2013 (BOE #317-12/13) to support and expand the number of greening projects at LAUSD schools
- 99 SEEDS projects have been approved by the Board of Education
  - 79 projects have been completed
  - 3 under construction
  - 17 pending start of construction

## Funding

- Originally provided up to \$25,000 to projects
- In 2015, increased to \$35,000
- In 2016, increased to \$100,000
- In 2022, an additional \$50,000 was made available to SEEDS+ schools
- \$13M of Bond funds have been allocated to the SEEDS Program
  - Approximately \$7.2M has been allocated to approved SEEDS projects
  - Approximately \$5.8M remaining

## Selection Criteria

- Schools are selected by request (schools submit an application)
- LAUSD determines if there is a feasible location and whether there is a greening project or other significant exterior projects planned for the site
- SEEDS+ are those ranked in the top 150 on the LAUSD Greening Index



# Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects

| Item  | Board District | Region | School                         | Partner Organization                          | Schoolyard % Green | Project Description  | Project Budget <sup>1</sup> | Anticipated Construction Start | Anticipated Construction Completion |
|-------|----------------|--------|--------------------------------|---|--------------------|--|-----------------------------|--------------------------------|-------------------------------------|
| 1     | 4              | W      | Broadway ES <sup>2</sup>       | Friends of Broadway Elementary School (FOBES) | 21.57%             | Construct an outdoor learning environment of approximately 2,500 square feet. The project includes the removal of grass and the addition of new decomposed granite, salvaged log benches, boulders, and native planting areas with shade trees.  | \$200,000                   | Q4-2025                        | Q3-2026                             |
| 2     | 5              | W      | Dorris ES                      | School  | 13.35%             | Construct an outdoor learning environment of approximately 3,000 square feet. The project includes the removal of asphalt and the addition of new decomposed granite, salvaged log benches and stools, and native planting areas with shade trees.   | \$100,000                   | Q4-2025                        | Q3-2026                             |
| 3     | 5              | W      | Hollywood ES                   | School  | 26.60%             | Construct an outdoor learning environment of approximately 3,000 square feet. The project includes the removal of grass and the addition of raised garden beds, new decomposed granite, engineered wood fiber, salvaged log benches and stools, a music and movement area, and native planting areas with shade trees. | \$100,000                   | Q4-2025                        | Q3-2026                             |
| 4     | 4              | N      | Newcastle ES <sup>3</sup>      | School  | 11.62%             | Construct an outdoor learning environment of approximately 2,820 square feet. The project includes the removal of asphalt and the addition of raised garden beds, new decomposed granite, salvaged log benches and stools, and native planting areas with shade trees.   | \$150,000                   | Q4-2025                        | Q3-2026                             |
| 5     | 6              | N      | Osceola ES                     | School  | 31.72%             | Construct an outdoor learning environment of approximately 2,600 square feet. The project includes the removal of asphalt and the addition of raised garden beds, decomposed granite, salvaged log benches and stools, and native planting areas with shade trees.   | \$100,000                   | Q4-2025                        | Q3-2026                             |
| 6     | 4              | W      | West Hollywood ES <sup>4</sup> | School  | 7.21%              | Construct an outdoor learning environment of approximately 9,600 square feet. The project includes the removal of asphalt and the addition of a grass field, native planting areas with shade trees and mulch.   | \$250,000                   | Q4-2025                        | Q3-2026                             |
| TOTAL |                |        |                                |   |                    |  | \$900,000                   |                                |                                     |

<sup>1</sup> Project budget reflects the design services and improvements undertaken by the District. The outfitting and maintenance of the outdoor learning space will be provided by the school site community and/or partner organization.

<sup>2</sup> The budget for Broadway ES includes \$100,000 of SEEDS funds plus a contribution of \$100,000 of Board District Priority funds from Board District 4.

<sup>3</sup> The budget for Newcastle ES includes \$100,000 of SEEDS funds plus a contribution of \$50,000 of Board District Priority funds from Board District 4.

<sup>4</sup> The budget for West Hollywood ES includes \$150,000 of SEEDS/SEEDS+ funds plus a contribution of \$100,000 of Board District Priority funds from Board District 4.

Greening Index:

Broadway Elementary School Greening Index Rank No. 376

Dorris Elementary School Greening Index Rank No. 483

Hollywood Elementary School Greening Index Rank No. 339

Newcastle Elementary School Greening Index Rank No. 265

Osceola Elementary School Greening Index Rank No. 569

West Hollywood Elementary School Greening Index Rank No. 132





# Broadway Elementary School

## SEEDS Garden Project

### Project Scope:

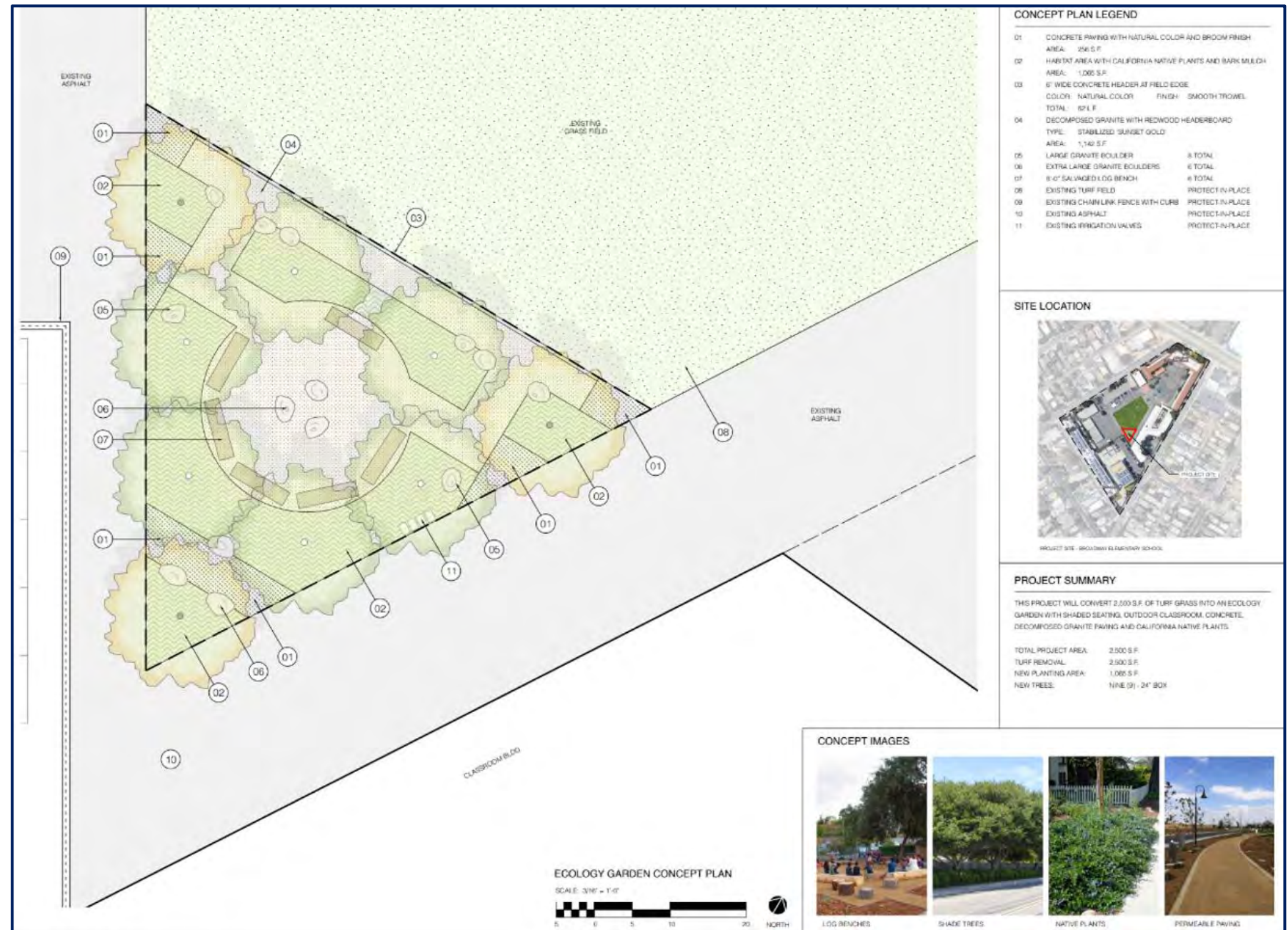
- Construct an outdoor learning environment of approximately 2,500 square feet. The project includes the removal of grass and the addition of new decomposed granite, salvaged log benches, boulders, and native planting areas with shade trees.

**Enrollment:** 546

### Construction Schedule:

Q4-2025 to Q3-2026

**Project Budget:** \$200,000





# Dorris Elementary School

## SEEDS Garden Project

### Project Scope:

- Construct an outdoor learning environment of approximately 3,000 square feet. The project includes the removal of asphalt and the addition of new decomposed granite, salvaged log benches and stools, and native planting areas with shade trees.

**Enrollment:** 231

**Construction Schedule:**  
Q4-2025 to Q3-2026

**Project Budget:** \$100,000





# Hollywood Elementary School

## SEEDS Garden Project

### Project Scope:

- Construct an outdoor learning environment of approximately 3,000 square feet. The project includes the removal of grass and the addition of raised garden beds, new decomposed granite, engineered wood fiber, salvaged log benches and stools, a music and movement area, and native planting areas with shade trees.

**Enrollment:** 175

**Construction Schedule:**  
Q4-2025 to Q3-2026

**Project Budget:** \$100,000





# Newcastle Elementary School

## SEEDS Garden Project

### Project Scope:

- Construct an outdoor learning environment of approximately 2,820 square feet. The project includes the removal of asphalt and the addition of raised garden beds, new decomposed granite, salvaged log benches and stools, and native planting areas with shade trees.

**Enrollment:** 302

**Construction Schedule:**  
Q4-2025 to Q3-2026

**Project Budget:** \$150,000





# Osceola Elementary School

## SEEDS Garden Project

### Project Scope:

- Construct an outdoor learning environment of approximately 2,600 square feet. The project includes the removal of asphalt and the addition of raised garden beds, decomposed granite, salvaged log benches and stools, and native planting areas with shade trees.

**Enrollment:** 352

### Construction Schedule:

Q4-2025 to Q3-2026

**Project Budget:** \$100,000





# West Hollywood Elementary School

## SEEDS Garden Project

### Project Scope:

- Construct an outdoor learning environment of approximately 9,600 square feet. The project includes the removal of asphalt and the addition of a grass field, native planting areas with shade trees and mulch.

Enrollment: 312

Construction Schedule:  
Q4-2025 to Q3-2026

Project Budget: \$250,000



# Questions?

[Return to Order of Business](#)

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# TAB 11



## Board of Education Report

File #: Rep-188-24/25, Version: 1  
In Control: Accounting and Disbursement - Controllers Office

Agenda Date: 2/11/2025

### Donations of Money to the District Business & Finance Division

#### Brief Description:

(Donations of Money to the District) Recommends approval to accept the donation of money to the District totaling \$270,992.77 and authorized Controller to manage donation as indicated.

#### Action Proposed:

Approve to accept the donation of money to the District: It is recommended that the donations be accepted; that appreciation is expressed to the donors for their contribution by way of this report; the funds totaling \$270,992.77 be deposited; and the Controller be authorized to draw checks for the purposes indicated on the donation:

Date: 12/11/2024  
Donor: California Community Foundation  
Donation: \$200,000.00  
For use at: Wellness Programs  
Purpose: To provide funding for projects, general supplies, staff z-time, staff overtime, staff travel/conference, attendance expenses, and refreshments for staff meetings

Date: 12/13/2024  
Donor: Shearer-Owen Music Foundation  
Donation: \$40,000.00  
For use at: Coldwater Canyon Elementary School  
Purpose: To provide funding for 2024/2025 Music Teacher

Date: 12/17/2024  
Donor: Kenter Canyon Parent Support Group  
Donation: \$30,992.77  
For use at: Kenter Canyon Elementary School  
Purpose: To provide funding for a marquee

#### Background:

The District receives donations from any individuals, foundations or organizations who desire to support its educational programs. Information such as donor name, amount or value, school or office receiving the donations and the purpose of the donation are presented in the board report for approval.

#### Expected Outcomes:

The Board shall be approving the donations received.

**Board Options and Consequences:**

A “Yes” vote approves the donations of money made to the District.

A “No” vote would cause the non-acceptance of cash donations made to the District.

**Policy Implications:**

This Board report does not change any school policy.

**Budget Impact:**

This Board report approves financial transactions but does not change the budget authority.

**Student Impact:**

This Board report highlights donations made to the District, which support its educational programs.

**Equity Impact:**

Not applicable. A routine transaction.

**Issues and Analysis:**

The Board shall be approving routine District financial transactions.

**Attachments:**

Not applicable

**Submitted:**

01/13/25



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**File #:** Rep-188-24/25, **Version:** 1

**Agenda Date:** 2/11/2025

**In Control:** Accounting and Disbursement - Controllers Office

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**RESPECTFULLY SUBMITTED,**

  
ALBERTO M. CARVALHO  
Superintendent

**APPROVED & PRESENTED BY:**


  
PEDRO SALCIDO  
Deputy Superintendent  
Business Services & Operations

**REVIEWED BY:**


  
DEVORA NAVERA REED  
General Counsel

✓ Approved as to form.

**APPROVED & PRESENTED BY:**

  
CHRIS MOUNT-BENITES  
Chief Financial Officer  
Office of the Chief Financial Officer

**REVIEWED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

[Return to Order of Business](#)

# TAB 12



## Board of Education Report

File #: Rep-189-24/25, Version: 1  
In Control: Accounting and Disbursement - Controllers Office

Agenda Date: 2/11/2025

Request of Cash Disbursements  
Request to Reissue Expired Warrants  
Report of Corporate Credit Card Charges  
Business & Finance Division

### Brief Description:

(Report of Cash Disbursements, Request to Reissue Expired Warrants and Report of Corporate Credit Card Charges) Recommends the ratification of cash disbursements amounting to \$1,107,721,093.07 made by the District from December 1, 2024, to December 31, 2024. It also seeks approval for the reissuance of an expired warrant totaling \$982.22. Additionally, it requests the Board's approval for Corporate Card Charges amounting to \$6,204.01 for expenses related to official District business, incurred in accordance with established policies and procedures, for the quarter ending December 31, 2024.

### Action Proposed:

1) Ratify cash disbursements totaling \$1,107,721,093.07 which were made against funds of the District from December 1, 2024 through December 31, 2024. These disbursements are within approved budgeted appropriations and were made in accordance with established Board policies.

(a) "A" Warrants (Payroll) total of \$23,001,187.22.

#### Warrant Numbers:

3428128 - 3444365  
3447203 - 3447209  
3451634 - 3451638

(b) Direct deposit payroll (Automated Clearing House - ACH) total of \$316,343,497.11.

(c) "B" Warrants (Accounts Payable) total of \$107,712,487.52.

#### Warrant Numbers:

|                     |                     |
|---------------------|---------------------|
| 21923500 - 21923628 | 21950032 - 21950183 |
| 21925922 - 21926273 | 21952322 - 21952474 |
| 21928803 - 21928953 | 21955024 - 21955224 |
| 21931386 - 21931521 | 21957773 - 21957884 |
| 21934273 - 21934404 | 21960728 - 21960784 |
| 21936982 - 21937195 | 21962816 - 21963066 |
| 21939535 - 21939691 | 21964896 - 21965101 |
| 21942186 - 21942328 | 21965928 - 21966218 |
| 21945209 - 21945355 | 21966805 - 21966899 |
| 21947796 - 21947888 |                     |

(d) Accounts Payable ACH payments total of \$660,663,921.22.

- 2) Approved requests to reissue expired warrants that were not cashed within the prescribed period totaling \$982.22.

| WARRANT NO. | DATE       | PAYEE       | AMOUNT    |
|-------------|------------|-------------|-----------|
| 2029999     | 06/08/2018 | CAROL YOUNG | \$ 982.22 |

- 3) Approve Corporate Card Charges: In order to allow flexibility for timely payment of expenses related to official District business, charges have been made from the Superintendent's and Executive Office of the Board's American Express Corporate Card in accordance with established District policies and procedures. It is recommended that the Board approve charges made against funds of the District totaling \$6,204.01 for the quarter ended December 31, 2024.

#### Background:

This is a recurring monthly Board report for the Board to approve warrants or checks issued by the District for payroll and non-salary obligations that occur as part of school business.

#### Expected Outcomes:

The Board shall be approving routine District financial transactions.

#### Board Options and Consequences:

A "Yes" vote ratifies the previously disbursed payments, approves the reissuance of expired warrant(s), and approves the charges made to the corporate credit cards.

A "No" vote would cause the cancellation of previously issued payments, decline to reissue expired warrants, and disapproval of the charges made to the corporate credit cards.

#### Policy Implications:

This Board report does not change any school policy.

#### Budget Impact:

This Board report approves financial transactions but does not change the budget authority.

#### Student Impact:

This Board report includes routine financial transactions, which support student achievement.

#### Equity Impact:

Not applicable. A routine transaction.

#### Issues and Analysis:

The Board shall be approving routine District financial transactions.

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File #: Rep-189-24/25, Version: 1

Agenda Date: 2/11/2025

In Control: Accounting and Disbursement - Controllers Office

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Attachments:  
Not applicable.

Submitted:  
01/13/25

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**File #:** Rep-189-24/25, **Version:** 1

**Agenda Date:** 2/11/2025


**In Control:** Accounting and Disbursement - Controllers Office

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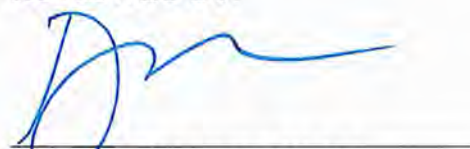
**RESPECTFULLY SUBMITTED,**

  
ALBERTO M. CARVALHO  
Superintendent

**APPROVED & PRESENTED BY:**

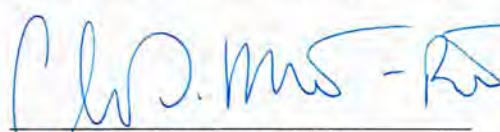
  
PEDRO SALCIDO  
Deputy Superintendent  
Business Services & Operations

**REVIEWED BY:**

  
DEVORA NAVERA REED  
General Counsel

☒ Approved as to form.

**APPROVED & PRESENTED BY:**

  
CHRIS MOUNT-BENITES  
Chief Financial Officer  
Business & Finance Division

**REVIEWED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Business Officer, Finance

☒ Approved as to budget impact statement.



[Return to Order of Business](#)

# TAB 13



## Board of Education Report

File #: Rep-178-24/25, Version: 1

Agenda Date: 2/11/2025

In Control: HR Personnel Commission Routine Personnel Actions

### Approval of Routine Personnel Actions Human Resources Division and Personnel Commission

#### Brief Description:

(Approval of Routine Personnel Actions) Recommends approval of 6,498 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts).

#### Action Proposed:

Approve 6,498 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) according to the following breakdown:

Classified: 2,022  
Certificated: 4,223  
Unclassified: 253

It is proposed that the following routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) be approved.

SAP transaction numbers: 3668984 to 3925866

### ROUTINE PERSONNEL ACTIONS

|                 | Total (this report)<br>(12/04/2024 to 01/07/2025) | Total<br>(Year-to-date) |
|-----------------|---|-------------------------|
| 1. Classified   | 2,022   | 92,979                  |
| 2. Certificated | 4,223   | 89,558                  |
| 3. Unclassified | <u>253</u>  | <u>12,479</u>           |
| <b>TOTAL</b>    | <b>6,498</b>                                      | <b>195,016</b>          |

#### BREAKDOWN OF ACTIONS:

| Actions                  | Classified | Certificated | Unclassified | Total |
|--------------------------|------------|--------------|--------------|-------|
| Hires                    | 298        | 192          | 167          | 657   |
| Leaves/Paid              | 202        | 90           | 0            | 292   |
| Leaves/Unpaid            | 9          | 28           | 0            | 37    |
| Reassignments/Demotions  | 5          | 2            | 0            | 7     |
| Reassignments/Promotions | 63         | 61           | 0            | 124   |

| Actions                      | Classified | Certificated | Unclassified | Total |
|------------------------------|------------|--------------|--------------|-------|
| Reassignments/Transfers      | 79         | 182          | 7            | 268   |
| Retirements                  | 200        | 59           | 0            | 259   |
| Separations/Non-Resignations | 266        | 78           | 2            | 346   |
| Separations/Resignations     | 122        | 60           | 9            | 191   |
| Other Actions*               | 778        | 3,471        | 68           | 4,317 |

\*Other actions include absences, conversion codes from legacy, change of pay, and change of work schedule and benefits.

#### Background:

This report is presented at each Board Meeting for approval of routine personnel actions.

#### Expected Outcomes:

Not applicable

#### Board Options and Consequences:

Specifically in regard to disciplinary action, a no vote may nullify the disciplinary action due to legal time constraints. A no vote impacts the timeliness of processing personnel actions for classified and certificated employees regarding their assignment, salary/rate, transfer, and new appointment and may be in conflict with procedural rights and benefits afforded them under applicable Education Code provisions, Personnel Commission Rules, District Policy, and respective Collective Bargaining Agreements (UTLA, AALA, Teamsters, Los Angeles School Police Sergeants and Lieutenants Association). Employees have procedural rights that are based on their status (permanent or probationary) associated with the specific personnel action being submitted and the respective rights available to them in accordance with the above. Additionally, based on Personnel Commission Rules, permanent classified employees have rights to appeals.

#### Policy Implications:

Not applicable

#### Budget Impact:

Cost Neutral

#### Student Impact:

Not applicable

#### Equity Impact:

Not applicable

#### Issues and Analysis:

All actions affecting classified personnel and apprentice personnel reported herein are in accordance with Section 45123-45125, 45135, and 45240-45318 of the Education Code and with the Rules of the Personnel Commission.

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File #: Rep-178-24/25, Version: 1

Agenda Date: 2/11/2025

In Control: HR Personnel Commission Routine Personnel Actions

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Attachments:

Attachment A: Administrative Regulations 4214

Attachment B: Number of Routine Personnel Actions

Attachment C: Routine Personnel Actions


Submitted:

01/13/25

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**File #:** Rep-178-24/25, **Version:** 1**Agenda Date:** 2/11/2025**In Control:** HR Personnel Commission Routine Personnel Actions

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**RESPECTFULLY SUBMITTED:**  
ALBERTO M. CARVALHO  
Superintendent**APPROVED & PRESENTED BY:**  
FRANCISCO J. SERRATO  
Chief Human Resources Officer  
Human Resources Division**REVIEWED BY:**  
DEVORA NAVERA REED  
General Counsel**APPROVED BY:**  
KRISTEN K. MURPHY  
Associate Superintendent  
Talent & Labor Relations

☒ Approved as to form.

**REVIEWED BY:**  
NOLBERTO DELGADILLO  
Deputy Chief Business Officer, Finance**APPROVED BY:**  
PEDRO SALCIDO  
Deputy Superintendent  
Business Services & Operations

☒ Approved as to budget impact statement.

**CERTIFIED BY:**  
DAVID GRECO  
Personnel Director  
Personnel Commission

Los Angeles Unified School District  
Human Resources Division

ATTACHMENT A

**DATE: 1/8/2025**

ADMINISTRATIVE REGULATION: 4214      SAP Transaction #3668984-3925866

Each AR 4214 request has been reviewed and approved by a designee of the Superintendent.

| TRANS#    | NAME | FROM<br>CLASS/LOCATION | TO<br>CLASS | LOCATION |
|-----------|------|------------------------|-------------|----------|
|           |      |                        |             |          |
| COMMENTS: |      |                        |             |          |

NONE

### Reasons For ESC Selection:

1. Special skills/special need (e.g. bilingual, school continuity, instructional expertise in literacy or math)
2. ESC recommends current limited acting incumbent
3. Reduction-in-Force (RIF)
4. Reassignment due to position closure/norm enrollment loss



LOS ANGELES UNIFIED SCHOOL DISTRICT  
Personnel Commission

## ATTACHMENT B

**NUMBER OF ROUTINE PERSONNEL ACTIONS**

This attachment addresses the total number of classified personnel actions (2,022), which entails routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) and may be found on the Board of Education Routine Personnel Actions Report for the February 11, 2025 meeting.

The following table represents a breakdown of the new hire, reassignment, and rehire actions for the February 11, 2025 board report for the period of December 4, 2024 to January 7, 2025.

**Hire Data:**

As presented in the attached table, the total number of classified hire and reassignment actions for the period of December 4, 2024 to January 7, 2025, is 894 of which 628 (70%) are rehires or reassignments, and 266 (30%) are new hires (comprised of regular/permanent, restricted, returnee retirees, substitutes, and temporary positions). With the exception of 106 assignments, all of the actions are for positions which are school-based or provide direct support to the schools or their operations.

All new hires to regular/permanent positions are for A, B, C, or E basis positions. The 52 regular/permanent new hires consist of: .NET Developer, Accounting Analyst, Accounting Technician II (2), Assignment Technician, Assistant Projects Manager, Building and Grounds Worker (4), Coordinator of Legislative Advocacy, Environmental Assessment Coordinator, Environmental Safety Officer, Facilities Services Coordinator, Fire Equipment Servicer, Food Service Worker (6), Gardener (2), Graphic Arts Machinist, Heating and Air Conditioning Fitter (8), Heating and Air Conditioning Inspector, Library Aide (2), Office Technician (5), Operating Systems Specialist, Painter, Plumber, Police Officer (3), Roofer (2), School Facilities Attendant (Restricted), Senior Building Project Estimator, Senior Office Technician, and Technical Project Manager.

The following regular/permanent positions have been filled by promotional employees:

Administrative Analyst (2), Assignment Technician, Assistant Garage Supervisor (2), Assistant Plant Manager I, Assistant Projects Manager, Associate Computer Applications Specialist, Associate Project Engineer II (3), Building/Construction Inspector, Facilities Services Coordinator, Financial Manager, Food Service Manager I, Human Resources Specialist II, Human Resources Specialist III, Information Security Analyst II (2), Instructional Aide (Braille), Maintenance Worker (4), Office Technician, Payroll Specialist II, Payroll Specialist III, Police Officer, Program Associate N, Project Engineer (3), Relocation Services Supervisor, Reports and Data Analyst I, Senior Bus Dispatcher, Senior Community Outreach Organizer, Senior Food Service Worker (3), Senior Painter, Senior Payroll Specialist (CPOS), Special Education Assistant (19), Supervising Special Education Assistant, Telecommunications Billing Supervisor, and Tile Layer.

| Hire Data of All Classified Employees                         |      |            |       |                |      |           |      |             |
|---|------|------------|-------|----------------|------|-----------|------|-------------|
| From December 4, 2024 to January 7, 2024                      |      |            |       |                |      |           |      |             |
| By New Hire, Reassignment, and Rehire                         |      |            |       |                |      |           |      |             |
| Classification  | Prov | Reg / Perm | Restr | Return Retiree | Subs | Temp 1GXX | Temp | Grand Total |
| NEW HIRE  |      |            |       |                |      |           |      |             |
| .NET Developer  |      | 1          |       |                |      |           |      | 1           |
| Accounting Analyst  |      | 1          |       |                |      |           |      | 1           |
| Accounting Technician II                                      |      | 2          |       |                |      |           |      | 2           |
| Administrative Intern I                                       |      |            |       |                | 1    |           |      | 1           |
| Assignment Technician   |      | 1          |       |                |      |           |      | 1           |
| Assistant Projects Manager                                    |      | 1          |       |                |      |           |      | 1           |
| Athletics Assistant   |      |            |       |                | 12   |           |      | 12          |
| Building and Grounds Worker                                   |      | 4          |       |                | 3    |           |      | 7           |
| Campus Aide (Restricted)                                      |      |            | 10    |                |      |           |      | 10          |
| Community Representative C and (Restricted)                   |      |            | 3     |                |      |           |      | 3           |
| Coordinator of Legislative Advocacy                           |      | 1          |       |                |      |           |      | 1           |
| Early Education Center Aide I & (Restricted)                  |      |            |       |                | 38   |           |      | 38          |
| Environmental Assessment Coordinator                          |      | 1          |       |                |      |           |      | 1           |
| Environmental Safety Officer                                  |      | 1          |       |                |      |           |      | 1           |
| Facilities Services Coordinator                               |      | 1          |       |                |      |           |      | 1           |
| Fire Equipment Servicer                                       |      | 1          |       |                |      |           |      | 1           |
| Food Production Assistant                                     |      |            |       |                |      |           | 1    | 1           |
| Food Service Worker   |      | 6          |       |                | 21   |           |      | 27          |
| Gardener  |      | 2          |       |                |      |           |      | 2           |
| Graphic Arts Machinist  |      | 1          |       |                |      |           |      | 1           |
| Heating and Air Conditioning Fitter                           |      | 8          |       |                |      |           |      | 8           |
| Heating and Air Conditioning Inspector                        |      | 1          |       |                |      |           |      | 1           |
| Instructional Aide (Literacy) & (Restricted)                  |      |            | 1     |                |      |           |      | 1           |
| Instructional Aide (Math) & (Restricted)                      |      |            | 2     |                |      |           |      | 2           |
| Instructional Aide (Transitional Kindergarten) & (Restricted) |      |            | 3     |                |      |           |      | 3           |
| Instructional Aide I & (Restricted)                           |      |            | 5     |                |      |           |      | 5           |
| Library Aide  |      | 2          |       |                |      |           |      | 2           |
| Office Technician   |      | 5          |       |                | 3    |           |      | 8           |
| Operating Systems Specialist                                  |      | 1          |       |                |      |           |      | 1           |
| Out-of-School Program Supervisor and (Restricted)             |      |            |       |                |      | 11        |      | 11          |
| Out-of-School Program Worker and (Restricted)                 |      |            |       |                |      | 12        |      | 12          |
| Painter   |      | 1          |       |                |      |           |      | 1           |
| Plumber   |      | 1          |       |                |      |           |      | 1           |
| Police Officer  |      | 3          |       |                |      |           |      | 3           |
| Roofer  |      | 2          |       |                |      |           |      | 2           |

| Hire Data of All Classified Employees      |      |            |           |                |            |           |          |             |
|--|------|------------|-----------|----------------|------------|-----------|----------|-------------|
| From December 4, 2024 to January 7, 2025   |      |            |           |                |            |           |          |             |
| By New Hire, Reassignment, and Rehire      |      |            |           |                |            |           |          |             |
| Classification                             | Prov | Reg / Perm | Restr     | Return Retiree | Subs       | Temp 1GXX | Temp     | Grand Total |
| School Facilities Attendant (Restricted)   |      | 1          |           |                | 3          |           |          | 4           |
| School Supervision Aide and (Restricted)   |      |            | 10        |                |            | 1         |          | 11          |
| Senior Building Project Estimator          |      | 1          |           |                |            |           |          | 1           |
| Senior Office Technician                   |      | 1          |           |                | 1          |           |          | 2           |
| Special Education Assistant                |      |            |           |                | 40         |           |          | 40          |
| Special Education Trainee                  |      |            |           | 1              | 32         |           |          | 33          |
| Technical Project Manager                  |      | 1          |           |                |            |           |          | 1           |
| <b>New Hire Total</b>                      |      | <b>52</b>  | <b>34</b> | <b>1</b>       | <b>154</b> | <b>24</b> | <b>1</b> | <b>266</b>  |
| REASSIGNMENT                               |      |            |           |                |            |           |          |             |
| Absence Coordinator                        |      |            |           |                |            |           | 1        | 1           |
| Accounting Technician II                   |      | 2          |           |                |            |           |          | 2           |
| Administrative Analyst                     |      | 3          |           |                |            |           |          | 3           |
| Administrative Staff Aide                  |      | 1          |           |                |            |           |          | 1           |
| Area Carpentry Supervisor                  |      | 1          |           |                |            |           |          | 1           |
| Area Electrical Supervisor                 |      | 1          |           |                |            |           |          | 1           |
| Area Facilities Services Director          |      | 1          |           |                |            |           |          | 1           |
| Area Food Services Supervisor              | 1    |            |           |                |            |           |          | 1           |
| Area Operations Supervisor                 | 1    | 2          |           |                |            |           |          | 3           |
| Assignment Technician                      | 1    | 2          |           | 1              |            |           |          | 4           |
| Assistant Administrative Analyst           |      | 1          |           |                |            |           |          | 1           |
| Assistant Area Bus Supervisor              |      | 1          |           |                |            |           |          | 1           |
| Assistant Buyer                            |      | 3          |           |                |            |           |          | 3           |
| Assistant Garage Supervisor                |      | 2          |           |                |            |           |          | 2           |
| Assistant Plant Manager I                  |      | 1          |           |                |            |           | 1        | 2           |
| Assistant Projects Manager                 |      | 1          |           |                |            |           |          | 1           |
| Assistant Realty Agent                     |      | 1          |           |                |            |           |          | 1           |
| Associate Computer Applications Specialist |      | 1          |           |                |            |           |          | 1           |
| Associate Project Engineer II              |      | 8          |           |                |            |           |          | 8           |
| Athletics Assistant                        |      |            |           |                | 1          |           |          | 1           |
| Building and Grounds Worker                |      | 21         |           |                | 2          |           |          | 23          |
| Building/Construction Inspector            |      | 1          |           |                |            |           |          | 1           |
| Bus Dispatcher                             |      | 1          |           |                |            |           |          | 1           |
| Campus Aide (Male/Restricted)              |      |            | 1         |                |            |           |          | 1           |
| Campus Aide (Restricted)                   |      | 2          | 4         |                |            |           | 1        | 7           |
| Carpenter                                  |      | 1          |           |                |            |           |          | 1           |
| Central Shops Supervisor                   | 1    |            |           |                |            |           |          | 1           |
| Charter Schools Fiscal Oversight Manager   |      | 1          |           |                |            |           |          | 1           |

| Hire Data of All Classified Employees                                       |      |            |       |                |      |           |      |             |
|---|------|------------|-------|----------------|------|-----------|------|-------------|
| From December 4, 2024 to January 7, 2025                                    |      |            |       |                |      |           |      |             |
| By New Hire, Reassignment, and Rehire                                       |      |            |       |                |      |           |      |             |
| Classification  | Prov | Reg / Perm | Restr | Return Retiree | Subs | Temp 1GXX | Temp | Grand Total |
| Chief of Staff to Board Member (Staff Assistant to Board Member VIII)       |      | 1          |       |                |      |           |      | 1           |
| Community Representative C and (Restricted)                                 |      |            | 1     |                |      |           |      | 1           |
| Complex Project Manager   | 2    |            |       |                |      |           |      | 2           |
| Contract Administration Analyst   |      | 1          |       |                |      |           |      | 1           |
| Counselor Aide  |      | 1          |       |                |      |           |      | 1           |
| Deputy Chief of Staff to Board Member (Staff Assistant to Board Member VII) |      | 1          |       |                |      |           |      | 1           |
| Deputy Chief Procurement Officer  | 1    |            |       |                |      |           |      | 1           |
| Deputy Director of Architectural and Engineering Services                   |      | 1          |       |                |      |           |      | 1           |
| Deputy Director of Facilities Project Execution                             |      | 1          |       |                |      |           |      | 1           |
| Early Education Center Aide I & (Restricted)                                |      | 6          | 5     |                | 6    |           |      | 17          |
| Early Education Center Attendant  |      | 2          |       |                |      |           |      | 2           |
| Education Aide III & (Restricted)   |      |            | 2     |                |      |           |      | 2           |
| Educational Resource Aide (Restricted)                                      |      |            |       |                |      |           | 1    | 1           |
| Enterprise Cloud Administrator  |      | 1          |       |                |      |           |      | 1           |
| Enterprise Server Analyst   |      | 1          |       |                |      |           |      | 1           |
| Environmental Health Supervisor   | 1    |            |       |                |      |           |      | 1           |
| Facilities Services Coordinator   |      | 1          |       |                |      |           |      | 1           |
| Financial Analyst   |      |            |       |                |      |           | 1    | 1           |
| Financial Manager   |      | 1          |       |                |      |           |      | 1           |
| Food Service Manager I  | 4    | 11         |       |                |      |           | 5    | 20          |
| Food Service Manager II   | 2    | 1          |       |                |      |           |      | 3           |
| Food Service Manager IV   | 3    | 1          |       |                |      |           |      | 4           |
| Food Service Manager V  | 1    |            |       |                |      |           | 1    | 2           |
| Food Service Worker   |      | 41         |       |                | 1    |           |      | 42          |
| Gardener  |      | 1          |       |                |      |           |      | 1           |
| Health Care Assistant   |      | 5          |       |                |      |           |      | 5           |
| Heating and Air Conditioning Fitter   |      | 1          |       |                |      |           |      | 1           |
| Heavy Bus Driver  |      | 2          |       |                |      |           |      | 2           |
| Human Resources Specialist I  |      |            |       |                | 1    |           |      | 1           |
| Human Resources Specialist II   |      | 1          |       |                |      |           |      | 1           |
| Human Resources Specialist III  | 1    | 1          |       |                |      |           |      | 2           |
| Information Resources Support Assistant                                     |      | 1          |       |                |      |           |      | 1           |
| Information Security Analyst II   |      | 2          |       |                |      |           |      | 2           |

| Hire Data of All Classified Employees                         |      |            |       |                |      |           |      |             |
|---|------|------------|-------|----------------|------|-----------|------|-------------|
| From December 4, 2024 to January 7, 2025                      |      |            |       |                |      |           |      |             |
| By New Hire, Reassignment, and Rehire                         |      |            |       |                |      |           |      |             |
| Classification  | Prov | Reg / Perm | Restr | Return Retiree | Subs | Temp 1GXX | Temp | Grand Total |
| Instructional Aide (Braille)                                  |      | 1          |       |                |      |           | 1    | 2           |
| Instructional Aide (Literacy) & (Restricted)                  |      |            | 2     |                |      |           | 2    | 4           |
| Instructional Aide (Math) & (Restricted)                      |      | 1          |       |                |      |           |      | 1           |
| Instructional Aide (Transitional Kindergarten) & (Restricted) |      |            | 2     |                |      |           |      | 2           |
| Instructional Aide I & (Restricted)                           |      |            | 5     |                |      |           | 4    | 9           |
| IT Support Technician II                                      |      | 1          |       |                |      |           |      | 1           |
| Light Bus Driver  |      | 3          |       |                |      |           |      | 3           |
| Maintenance Worker  |      | 5          |       |                |      |           |      | 5           |
| Naturalist  |      | 1          |       |                |      |           |      | 1           |
| Office Technician   |      | 11         |       |                |      |           |      | 11          |
| Out-of-School Program Supervisor and (Restricted)             |      |            |       |                |      | 7         |      | 7           |
| Out-of-School Program Worker and (Restricted)                 |      |            |       |                |      | 4         |      | 4           |
| Payroll Specialist I  | 1    |            |       |                |      |           |      | 1           |
| Payroll Specialist II   |      | 1          |       |                |      |           |      | 1           |
| Payroll Specialist III  |      | 1          |       |                |      |           |      | 1           |
| Plant Manager I   |      | 3          |       |                |      |           | 2    | 5           |
| Plant Manager II  |      |            |       |                |      |           | 1    | 1           |
| Plant Manager III   |      | 3          |       |                |      |           | 1    | 4           |
| Plant Manager IV  |      |            |       |                |      |           | 1    | 1           |
| Plumber   |      | 1          |       |                |      |           |      | 1           |
| Police Officer  |      | 2          |       |                |      |           |      | 2           |
| Principal Clerk   | 1    |            |       |                |      |           |      | 1           |
| Program Associate N   |      | 1          |       |                |      |           |      | 1           |
| Project Engineer  |      | 3          |       |                |      |           |      | 3           |
| Radio Communication Technician                                | 1    |            |       |                |      |           |      | 1           |
| Region Administrative Assistant                               | 1    |            |       |                |      |           |      | 1           |
| Regional Facilities Director                                  |      | 2          |       |                |      |           |      | 2           |
| Relocation Services Coordinator                               |      | 1          |       |                |      |           |      | 1           |
| Relocation Services Supervisor                                |      | 1          |       |                |      |           |      | 1           |
| Reports and Data Analyst I                                    |      | 1          |       |                |      |           |      | 1           |
| School Administrative Assistant                               |      |            |       |                |      |           | 1    | 1           |
| School Facilities Attendant (Restricted)                      |      |            |       |                | 1    |           |      | 1           |
| School Supervision Aide and (Restricted)                      |      |            | 3     |                |      | 2         |      | 5           |
| Senior Bus Dispatcher   |      | 1          |       |                |      |           |      | 1           |
| Senior Carpenter  |      | 1          |       |                |      |           |      | 1           |
| Senior Community Outreach Organizer                           |      | 1          |       |                |      |           |      | 1           |
| Senior Financial Manager                                      |      | 2          |       |                |      |           |      | 2           |
| Senior Food Service Worker                                    | 2    | 31         |       |                |      |           | 3    | 36          |

| Hire Data of All Classified Employees                         |           |            |           |                |            |           |           |             |
|---|-----------|------------|-----------|----------------|------------|-----------|-----------|-------------|
| From December 4, 2024 to January 7, 2025                      |           |            |           |                |            |           |           |             |
| By New Hire, Reassignment, and Rehire                         |           |            |           |                |            |           |           |             |
| Classification  | Prov      | Reg / Perm | Restr     | Return Retiree | Subs       | Temp 1GXX | Temp      | Grand Total |
| Senior IT Support Technician                                  |           |            |           |                |            |           | 1         | 1           |
| Senior Office Technician                                      |           | 7          |           |                | 4          |           |           | 11          |
| Senior Painter  |           | 2          |           |                |            |           |           | 2           |
| Senior Payroll Specialist (CPOS)                              |           | 1          |           |                |            |           |           | 1           |
| Senior Secretary  | 2         |            |           |                |            |           |           | 2           |
| Special Education Assistant                                   |           | 119        |           |                | 75         |           | 18        | 212         |
| Special Education Trainee                                     |           |            |           |                | 32         |           |           | 32          |
| Stock Clerk   |           | 1          |           |                |            |           |           | 1           |
| Stock Worker  |           | 1          |           |                |            |           |           | 1           |
| Student and Family Resources Navigator                        |           | 1          |           |                |            |           |           | 1           |
| Supervising Special Education Assistant                       |           | 1          |           |                |            |           | 1         | 2           |
| Telecommunications Billing Supervisor                         |           | 1          |           |                |            |           |           | 1           |
| Tile Layer  |           | 1          |           |                |            |           |           | 1           |
| Tile Layer Helper   |           | 1          |           |                |            |           |           | 1           |
| <b>Reassignment Total</b>                                     | <b>27</b> | <b>360</b> | <b>25</b> | <b>1</b>       | <b>123</b> | <b>13</b> | <b>47</b> | <b>596</b>  |
| REHIRE  |           |            |           |                |            |           |           |             |
| Athletics Assistant   |           |            |           |                | 3          |           |           | 3           |
| Building and Grounds Worker                                   |           |            |           |                | 1          |           |           | 1           |
| Early Education Center Aide I & (Restricted)                  |           |            |           |                | 1          |           |           | 1           |
| Food Service Worker   |           | 4          |           |                | 1          |           |           | 5           |
| Gardener  |           | 2          |           |                |            |           |           | 2           |
| Instructional Aide (Transitional Kindergarten) & (Restricted) |           |            | 2         |                |            |           |           | 2           |
| Instructional Aide I & (Restricted)                           |           |            | 3         |                |            |           |           | 3           |
| Office Technician   |           | 1          |           |                |            |           |           | 1           |
| Senior Office Technician                                      |           | 3          |           |                |            |           |           | 3           |
| Special Education Assistant                                   |           |            |           |                | 7          |           |           | 7           |
| Special Education Trainee                                     |           |            |           |                | 4          |           |           | 4           |
| <b>Rehire Total</b>   |           | <b>10</b>  | <b>5</b>  |                | <b>17</b>  |           |           | <b>32</b>   |
| <b>GRAND TOTAL</b>  | <b>27</b> | <b>422</b> | <b>64</b> | <b>2</b>       | <b>294</b> | <b>37</b> | <b>48</b> | <b>894</b>  |

### Summary

Temporary and Substitute employees are often needed for short periods of time to assume responsibilities for regular employees when they are unavailable; they are not intended to replace regular employees for an extended period of time. Positions for several classifications, such as Education Aides and Instructional Aides, are typically filled by restricted status employees.



LOS ANGELES UNIFIED SCHOOL DISTRICT  
Human Resources Division

## ATTACHMENT C

**ROUTINE PERSONNEL ACTIONS**

The Human Resources Division reports 192 certificated new hires during the time period covered by this report and a summary list of hires appears below. The 192 certificated new hires serve at schools and programs throughout the District and are comprised of both former employees selected from rehire lists and newly employed certificated employees. Substitute teachers continue to be hired to ensure increased coverage capacity for teacher absences.

|   |     |
|---|-----|
| Adult Teacher, Day-to-Day Substitute      | 7   |
| Arts Education Itinerant                  | 9   |
| Counselor, Pupil Services & Attendance    | 6   |
| Counselor, Secondary School               | 2   |
| Early Childhood Ed Teacher                | 2   |
| Elementary Teacher                        | 7   |
| Elementary Teacher, Day-to-Day Substitute | 100 |
| ROC/ROP Teacher                           | 2   |
| School Nurse                              | 13  |
| School Occupational Therapist             | 1   |
| School Rec Therapist Specialist           | 2   |
| Secondary Teacher                         | 11  |
| Special Education Teacher                 | 5   |
| Special Ed Teacher, RSP                   | 3   |
| Speech & Language Pathologist             | 2   |
| Teacher Assistant-Degree Track            | 20  |

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# TAB 14



## Board of Education Report

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File #: Rep-179-24/25, Version: 1

Agenda Date: 2/11/2025

In Control: HR Personnel Commission Non Routine Personnel Actions

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### Approval of Non-Routine Personnel Actions Human Resources Division

#### Brief Description:

(Approval of Non-Routine Personnel Actions) Recommends approval of Classified employee demotion from Assistant Plant Manager I to Building and Grounds Worker.

#### Action Proposed:

Approve Classified employee demotion from Assistant Plant Manager I to Building and Grounds Worker.

#### Background:

This report is presented at this Board Meeting for approval of a non-routine personnel action.

#### Expected Outcomes:

Not applicable.

#### Board Options and Consequences:

Specifically, regarding disciplinary action:

A “No” vote may nullify the disciplinary action due to legal time constraints.

A “Yes” vote impacts the timeliness of processing personnel actions for classified and certificated employees regarding their assignment, salary/rate, transfer, and new appointment and may be in conflict with procedural rights and benefits afforded them under applicable Education Code provisions, Personnel Commission Rules, District Policy, and respective Collective Bargaining Agreements (UTLA, AALA, Teamsters, Los Angeles School Police Association, Service Employees International Union, Local 99, California School Employees Association, Los Angeles/Orange Counties Building and Construction Trades Council, Los Angeles School Police Sergeants and Lieutenants Association). Employees have procedural rights that are based on their status (permanent or probationary) associated with the specific personnel action being submitted and the respective rights available to them in accordance with the above. Additionally, based on Personnel Commission Rules, permanent classified employees have rights to appeal.

#### Policy Implications:

Not applicable

#### Budget Impact:

No budget impact

#### Student Impact:

Not applicable

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File #: Rep-179-24/25, Version: 1

Agenda Date: 2/11/2025

In Control: HR Personnel Commission Non Routine Personnel Actions

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Equity Impact:

Not applicable

Issues and Analysis:

All actions affecting classified personnel and apprentice personnel reported herein are in accordance with Section 45123-45125, 45135, and 45240-45318 of the Education Code and with the Rules of the Personnel Commission.

Attachments:

Confidential documentation.

Submitted:

01/09/25


File #: Rep-179-24/25, Version: 1

Agenda Date: 2/11/2025

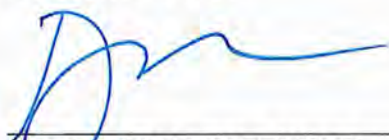
In Control: HR Personnel Commission Non Routine Personnel Actions

**RESPECTFULLY SUBMITTED:**

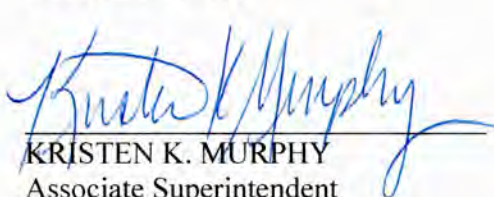

ALBERTO M. CARVALHO  
Superintendent

**APPROVED & PRESENTED BY:**


FRANCISCO J. SERRATO  
Chief Human Resources Officer  
Human Resources Division

**REVIEWED BY:**


DEVORA NAVERA REED  
General Counsel

**APPROVED BY:**


KRISTEN K. MURPHY  
Associate Superintendent  
Talent & Labor Relations

✓ Approved as to form.

**REVIEWED BY:**


NOLBERTO DELGADILLO  
Deputy Chief Business Officer, Finance

**APPROVED BY:**


PEDRO SALCIDO  
Deputy Superintendent  
Business Services & Operations

✓ Approved as to budget impact statement.

**APPROVED FOR RECEIPT BY:**


DAVID GRECO  
Personnel Director  
Personnel Commission

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**Approval of Non-Routine Personnel Actions**  
Human Resources Division  
BR-179-24/25

MATERIAL IS  
CONFIDENTIAL



# TAB 15



## Board of Education Report

File #: Rep-180-24/25, Version: 1

Agenda Date: 2/11/2025

In Control: Human Resources - Provisional Internships Permits

### Provisional Internship Permits Human Resources Division

#### Brief Description:

(Provisional Internship Permits) Recommends approval for 13 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.

#### Action Proposed:

Approve request for 13 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.

#### Background:

The Provisional Internship Permit became effective on July 1, 2005 in anticipation of the phasing out of the former authorizing document. The Provisional Internship Permit is valid for one year and may not be renewed. During the first year of employment, the Provisional Intern teacher must meet all requirements for entrance into an accredited intern program.

The Los Angeles County Office of Education grants authority to the District to employ potential Provisional Interns on a Temporary County Certificate until such time that the Board of Education approves their employment under the Provisional Internship Permit. Commission on Teacher Credentialing (CTC) regulations require that the request to employ Provisional Interns be approved by the Board and submitted to the CTC within three months of the teachers beginning their assignment.

The CTC requires that the governing board be presented with a list of teachers to be employed under the Provisional Internship Permit (Attachment A)

#### Expected Outcomes:

The approval of Provisional Internship Permits will enable the District to continue to staff teacher vacancies in shortage subject fields with individuals committed to completing the requirements to enter into an intern program and subsequently earn a full credential.

#### Board Options and Consequences:

Approval of Provisional Internship Permits will afford the District the opportunity to hire new multiple subject, special education, theater, and music teachers who will be required to follow a prescribed and rigorous pathway that results in the earning of both full state and federal teacher certification.

If the Provisional Internship Permits are not approved, and a full-time teacher cannot be hired, classroom vacancies would be staffed by a series of individuals in possession of only Emergency 30-Day Substitute Teaching Permits. Day-to-day substitutes are not required to be enrolled in a teacher education program, and may only remain in a special education classroom for a maximum of twenty days, after which time they are

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File #: Rep-180-24/25, Version: 1

Agenda Date: 2/11/2025

In Control: Human Resources - Provisional Internships Permits

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deemed by the State as inappropriately assigned.

**Policy Implications:**

This action does not change District policy.

**Budget Impact:**

There is no impact on the District's budget.

**Student Impact:**

The goal of Human Resources Division is to insure that there is an appropriately authorized teacher in every classroom. In areas of high need such as multiple subject, special education, theater, and music where there might be a teacher shortage, the District may approve the use of Provisional Internship Permits, which authorize a teacher candidate to step into the classroom as the teacher of record while they take the necessary steps to enroll in a credential program.

**Equity Impact:**

Not applicable

**Issues and Analysis:**

Not applicable

**Attachments:**

Attachment A - Teachers with Provisional Intern Permits


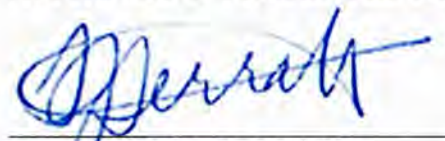
**Submitted:**

01/13/25

File #: Rep-180-24/25, Version: 1

Agenda Date: 2/11/2025

In Control: Human Resources - Provisional Internships Permits

**RESPECTFULLY SUBMITTED:**

  
 ALBERTO M. CARVALHO  
 Superintendent
**APPROVED & PRESENTED BY:**

  
 FRANCISCO J. SERRATO  
 Chief Human Resources Officer  
 Human Resources Division
**REVIEWED BY:**

  
 DEVORA NAVERA REED  
 General Counsel
**APPROVED BY:**

  
 KRISTEN K. MURPHY  
 Associate Superintendent  
 Talent & Labor Relations

☒ Approved as to form.
**REVIEWED BY:**

  
 NOLBERTO DELGADILLO  
 Deputy Chief Business Officer, Finance
**APPROVED BY:**

  
 PEDRO SALCIDO  
 Deputy Superintendent  
 Business Services & Operations

☒ Approved as to budget impact statement.

Teachers with Provisional  
Intern Permits

Attachment A

| No. | Name                      | School                                     | Region | BD | Subject                           | Effective  |
|-----|---------------------------|--|--------|----|-----------------------------------|------------|
| 1   | Arlene Chavez Hernandez   | 42nd St Elementary Dual Language           | South  | 1  | Multiple Subject                  | 12/4/2024  |
| 2   | Josellin Ramirez Rivas    | Bushnell Way Elementary                    | East   | 2  | Multiple Subject                  | 12/20/2024 |
| 3   | Terry Jones               | Mulholland Middle School                   | North  | 3  | Mild/Moderate Support Needs       | 12/20/2024 |
| 4   | Kennedy Hill              | WESM Health/ Sports Medicine Magnet        | West   | 4  | Theater                           | 12/12/2024 |
| 5   | Dennis De Leon            | Walgrove Elementary                        | West   | 4  | Mild/Moderate Support Needs       | 12/13/2024 |
| 6   | Miriam Shaddae Yashmereny | Kenter Canyon Elementary Charter           | West   | 4  | Mild/Moderate Support Needs       | 12/5/2024  |
| 7   | Jacob Medvin              | Irwing Middle School MME Magnet            | West   | 5  | Mild/Moderate Support Needs       | 12/13/2024 |
| 8   | Deborah Munoz             | Nueva Vista Elementary                     | East   | 5  | Mild/Moderate Support Needs & ESN | 12/6/2024  |
| 9   | Greta Simonyan            | Kittridge Elementary Dual Language Two Way | North  | 6  | Multiple Subject                  | 12/6/2024  |
| 10  | Gabriel Gallardo          | Gardena Elementary                         | South  | 7  | Mild/Moderate Support Needs       | 12/19/2024 |
| 11  | Danny Tovar Franco        | Moore M/S/T Academy                        | South  | 7  | Mild/Moderate Support Needs       | 12/13/2024 |
| 12  | Gabriela Leyva            | Banneker Career and Transition Center      | South  | 7  | Extensive Support Needs           | 12/23/2024 |
| 13  | Gabriel Feldman-Franden   | Related/Support Services                   |        |    | Music                             | 12/9/2024  |

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# TAB 16





## Board of Education Report

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File #: Rep-181-24/25, Version: 1  
In Control: Human Resources

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Agenda Date: 2/11/2025

### March 15 Notices to Administrators Human Resources Division

#### Brief Description:

(March 15 Notices to Administrators) Recommends authorizing the Office of the General Counsel and Human Resources Division to issue March 15 notices to all certificated contract level management and senior management employees in the classified service whose contracts are expiring. This notification informing recipients will be sent at least 45 days prior to the expiration date in their contract that they will be released from their contract positions no later than June 30, 2025, in accordance with Section 35031 of the Education Code. Additionally, the Human Resources Division is authorized to send notices by March 15, 2025, to non-permanent and selected permanent certificated administrators, supervisory, confidential, and non-school based administrators, advising them of potential release or reassignment due to various reasons as stipulated in Education Code Section 44951. Further notices of release will be sent by June 30, 2025, to those identified for actual release, detailing their reassignment to the specified position, classification, and salary level.

#### Action Proposed:

Authorize the Office of the General Counsel and Human Resources Division to send March 15 notices to all certificated contract level management and senior management employees of the classified service with expiring contracts, as provided in Section 35031 of the Education Code. This notice will advise them at least 45 days in advance of their expiring contract or as specified in their contract, that they will be released from their contract positions no later than June 30, 2025

Authorize Human Resources Division to send, no later than March 15, 2025, notices to all non-permanent and permanent certificated administrators, supervisory employees, confidential employees and all non-school based administrators, informing them that they may be released and/or reassigned due to reasons including, but not limited to, funding, restructuring, loss of confidence or for cause, in accordance with Education Code Section 44951.

Authorize Human Resources Division to send subsequent notices of release by June 30, 2025, to employees who were sent March 15 notices and have been identified for actual release. This subsequent notice advises them that they will be released from their current position and reassigned to the position/ classification and salary level indicated in the notice.

#### Background:

Education Code Section 44951 requires that certificated administrators, confidential employees, and supervisory employees be continued in their positions for the succeeding school year unless notified by March 15 that they may be released and/or reassigned due to reasons including, but not limited to, funding, restructuring, loss of confidence or for cause, in accordance with Education Code Section 44951. Education Code Sections 45100.5 and 35031 require that the District notify certificated contract level management and senior management employees of the classified service with expiring contracts at least 45 days in advance of

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their expiring contract or as specified in their contract.

**Expected Outcomes:**

That the Board approve sending March 15 notices to certificated contract management and senior management employees of the classified service with expiring contracts, certificated management and supervisory employees and authorize the Human Resources Division to release/reassign employees in compliance with applicable Education Code provisions and laws to ensure the District meets legal and budgetary requirements.

**Board Options and Consequences:**

Failure to appropriately notify certificated administrators, confidential employees, supervisory employees, certificated management, and certificated and classified contract management employees in accordance with Education Code provisions and laws, may require the District to continue paying these employees' salaries and benefits at their current rate and classifications. Additionally, the District would be limited in its ability to implement layoff proceedings as required due to budgetary uncertainties, if necessary.

**Policy Implications:**

The Education Code specifies statutory deadlines with which the District must comply in order to implement any release/reassignment of personnel for the next school year. This Board Report would authorize the release/reassignment of employees in compliance with applicable law and implement layoff proceedings as required, if necessary.

**Budget Impact:**

Failure to appropriately notify certificated administrators, confidential employees, supervisory employees, certificated and classified contract management employees in accordance with Education Code provisions and laws, may require the District to continue paying these employees' salaries and benefits at their current rate and classifications. Additionally, the District would be limited in its ability to implement layoff proceedings as required due to budgetary uncertainties, if necessary.

**Student Impact:**

If authorized, this action will provide the District maximum flexibility to implement best staffing practices for student success.

**Equity Impact:**

Not applicable

**Issues and Analysis:**

Not applicable

**Attachments:**

Not applicable

**Submitted:**

01/09/25


File #: Rep-181-24/25, Version: 1  
In Control: Human Resources

Agenda Date: 2/11/2025

**RESPECTFULLY SUBMITTED:**

  
ALBERTO M. CARVALHO  
Superintendent

**APPROVED & PRESENTED BY:**

  
FRANCISCO J. SERRATO  
Chief Human Resources Officer  
Human Resources Division

**REVIEWED BY:**

  
DEVORA NAVERA REED  
General Counsel

✓ Approved as to form.

**APPROVED BY:**

  
KRISTEN K. MURPHY  
Associate Superintendent  
Talent & Labor Relations

**REVIEWED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

**APPROVED BY:**

  
PEDRO SALCIDO  
Deputy Superintendent  
Business Services & Operations

[Return to Order of Business](#)

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# TAB 17



## Board of Education Report

File #: Rep-192-24/25, Version: 1  
In Control: Charter Schools Division

Agenda Date: 2/11/2025

### Approval of the Renewal Petition for Discovery Charter Preparatory 2 [PUBLIC HEARING] Charter Schools Division

#### Brief Description:

(Approval of the Renewal Petition for Discovery Charter Preparatory 2) - [PUBLIC HEARING] Recommends approval of the renewal petition for Discovery Charter Preparatory 2, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 350 students in grades 9-12 in each year of the charter term.

#### Action Proposed:

Approve the renewal petition for Discovery Charter Preparatory 2 (“Charter School”), located in Board District 6 and Region North, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve to up 350 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:

Discovery Charter Preparatory 2 is a 9-12 school currently serving 205 students on a private facility at 13570 Eldridge Avenue, Sylmar, CA, 91342 in Board District 6 and Region North. Discovery Charter Preparatory 2 was approved by the LAUSD Board of Education on June 26, 2007, for a one-year term (after the non-renewal of Discovery Prep). On June 24, 2008, the LAUSD Board of Education extended the charter term by two years. The term was extended an additional two years on March 23, 2010. The charter school had its first renewal approved December 6, 2011, with benchmarks, to serve 350 students in grades 9-12. On December 13, 2016, the charter school was renewed for a five-year term to serve 350 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 Discovery Charter Preparatory 2 expires June 30, 2025.

Discovery Charter Preparatory 2’s California Department of Education (CDE) Performance Category was revised by the state from Low to Middle performing in October 2024.

On November 14, 2024, Discovery Charter Preparatory 2 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 February 12, 2025.

An initial Public Hearing was held on December 10, 2024.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

### Due Diligence:

Current Discovery Charter Preparatory 2 governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A due diligence review of the charter school and its governing organization, school leader, and financial manager was performed by the Office of the Inspector General.

### Statutory Framework and Criteria for Renewal:

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

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

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

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

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

### Expected Outcomes:

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

### Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2025.



“No” - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 192, 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,

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In Control: Charter Schools Division

Agenda Date: 2/11/2025

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.

#### Equity Impact:

Not Applicable

#### Issues and Analysis:

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

#### Attachments:

Attachment A - Staff Assessment and Recommendation Report

Attachment B - Discovery Charter Preparatory 2 Data Set

Attachment C - Discovery Charter Preparatory 2 RSM Data

Attachment D - Desegregation Impact Statement

Budget and Petition will be available prior to the board meeting at the following link:

[<<https://drive.google.com/drive/folders/1DgjIwVxcQgGTJmHjCv2Uy1KX06ad0q6?usp=sharing>>]


#### Submitted:

01/15/25

**File #:** Rep-192-24/25, **Version:** 1  
**In Control:** Charter Schools Division

**Agenda Date:** 2/11/2025

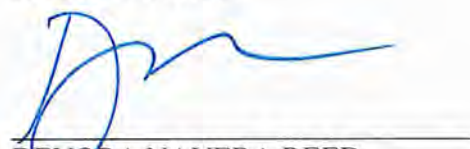
**RESPECTFULLY SUBMITTED,**

  
 ALBERTO M. CARVALHO  
 Superintendent

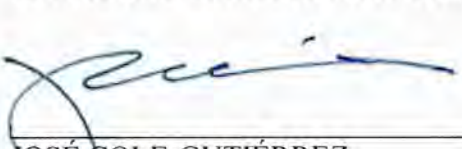
**APPROVED & PRESENTED BY:**

  
 VERONICA ARREGUIN  
 Chief Strategy Officer  
 Office of the Chief Strategy Officer

**REVIEWED BY:**

  
 DEVORA NAVERA REED  
 General Counsel

**APPROVED & PRESENTED BY:**

  
 JOSÉ COLE-GUTIÉRREZ  
 Director  
 Charter Schools Division

✓ Approved as to form.

**REVIEWED BY:**

  
 NOLBERTO DELGADILLO  
 Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

# STAFF ASSESSMENT AND RECOMMENDATION REPORT

## RENEWAL PETITION

Board of Education Report 192-24/25  
February 11, 2025

|  |   |   |       |   |
|--|---|---|-------|---|
| School Name:   | Discovery Charter Preparatory 2               |   |       | BOARD IS<br>REQUIRED TO<br>TAKE ACTION<br>BY:<br><br><b>February 12, 2025</b> |
| Type of Charter School:                                      | Start-Up Independent Charter School           |   |       |   |
| Charter Operator   | Discovery Charter Preparatory School          |   |       |   |
| Location Code:   | 8605  |   |       |   |
| Type of Site(s):   | Private                                       |   |       |   |
| Site Address(es):  | 13570 Eldridge Avenue, Sylmar, CA 91342       |   |       |   |
| Board District(s):   | 6   | Region(s):                              | North |   |
| Grade Levels Served:   | 9-12  | Current Enrollment:                     | 205   |   |
| Grade Levels Authorized in Current Charter:                  | 9-12  | Approved Enrollment in Current Charter: | 350   |   |
| CONSIDERATION:   | Renewal                                       |   |       |   |
| CDE PERFORMANCE CATEGORY:<br>(PER CDE'S 2024 CLASSIFICATION) | Middle Performing <sup>1</sup>                |   |       |   |
| STAFF RECOMMENDATION:  | Approval for a five (5)-year term (2025-2030) |   |       |   |
| PROPOSED BENCHMARKS:   | None  |   |       |   |

## STAFF ASSESSMENT

### I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Discovery Charter Preparatory 2 ("Charter School"), located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 350 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.

<sup>1</sup> Discovery Charter Preparatory 2's Performance Category was revised by the state from Low to Middle performing in October 2024.

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

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

- Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)  
**These criteria have been determined not to be bases for denial.**
- Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?  
**These criteria have been determined not to be bases for denial.**
- Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)  
**These criteria have been determined not to be bases for denial.**

### **Charter Petition Requirement:**

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

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

## **III. GENERAL SCHOOL INFORMATION**

### **A. School History**

|                               | <b>Discovery Charter Preparatory 2</b>   |
|-------------------------------|--|
| <b>Initial Authorization:</b> | On June 26, 2007, Discovery Charter Preparatory 2 was approved for a period of one year, effective July 1, 2007, to serve up to 350 students in grades 9-12. |
| <b>Most Recent Renewal</b>    | The charter was renewed on December 13, 2016 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 350 students in grades 9-12.                 |

|  | <b>Discovery Charter Preparatory 2</b>   |
|--|--|
| <b>Most Recent Renewal (Cont.):</b>                                    | 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 Discovery Charter Preparatory 2 expires June 30, 2025.   |
| <b>Approved Material Revisions of Current Charter:</b>                 | None   |
| <b>Board Benchmarks in Current Charter Term:</b>                       | <p>On December 13, 2016, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Discovery Charter Preparatory 2:</p> <ol style="list-style-type: none"> <li>1. English Learner students will achieve ELA performance standards on the CAASPP (SBAC) that are equivalent to or better than the Resident Schools Medians in the Met or Exceeded Standards performance bands.</li> <li>2. By January 30, 2017, the school will provide to the CSD a plan to increase English Learner achievement.</li> </ol> <p>Please see the "Additional Information" section below.</p> |
| <b>Submission of Renewal Petition Application:</b>                     | Discovery Charter Preparatory 2 submitted its renewal petition application on November 14, 2024. The 90-day statutory timeline for Board action on the petition runs through February 12, 2025.  |
| <b>Concurrent Request for Material Revision:</b>                       | None   |
| <b>Master Plan for English Learners and Standard English Learners:</b> | Discovery Charter Preparatory 2 utilizes LAUSD's Master Plan for English Learners and Standard English Learners.   |
| <b>Special Education SELPA</b>   | Discovery Charter Preparatory 2 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.  |

## **B. Charter School Operator**

Discovery Charter Preparatory 2 is operated by the Discovery Charter Preparatory School, a California nonprofit public benefit corporation. The Discovery Charter Preparatory School does not operate any other LAUSD-authorized charter school.



#### IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Discovery Charter Preparatory 2 has been identified by the state as a Middle performing charter school (and, as noted previously, Discovery Charter Preparatory 2's Performance Category was revised by the state from Low to Middle performing in October 2024). The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable. The charter school has attained measurable increases in academic achievement schoolwide and for numerically significant student groups. Please see the attached the Discovery Charter Preparatory 2 Data Set.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

**Discovery Charter Preparatory 2 Dashboard Indicators**

| School Year | ELA    | Math     | English Learner Progress | College/Career | Chronic Absenteeism | Graduation Rate | Suspension Rate |
|-------------|--------|----------|--------------------------|----------------|---------------------|-----------------|-----------------|
| 2021-2022   | Low    | Very Low | No Performance Level     | Not Applicable | Not Applicable      | Medium          | Medium          |
| 2022-2023   | Orange | Orange   | No Performance Color     | Low            | Not Applicable      | Yellow          | Blue            |
| 2023-2024   | Green  | Green    | No Performance Color     | Yellow         | Not Applicable      | Green           | 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 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 one of two numerically significant student groups. In 2023 in ELA, the charter school's DFS was lower than the state for All Students and lower than the state for the one numerically significant student group. In 2024 in ELA, the charter school's DFS was higher than the state for All Students and higher than the state for the one numerically significant student group.

In order to continue to increase student outcomes in ELA, charter school leaders reported moving from a block schedule to a daily schedule ensuring the students have access to ELA classes on a daily basis. The teachers meet weekly to discuss

issues and strategies to support students. Teachers pursue professional development opportunities to better support students including attending the 2024 California Association of Teachers of English (CATE) Conference.

### Discovery Charter Preparatory 2 - 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           | -41.2             | Low         | -12.2           | Lower                             |
| Latino                          | Met                        | Low           | -41.2             | Low         | -38.6           | Lower                             |
| Socioeconomically Disadvantaged | Met                        | Low           | -36.8             | Low         | -41.4           | Higher                            |

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

### Discovery Charter Preparatory 2 - 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        | -39.6             | 1.5            | Orange      | -13.6           | Lower                             |
| Latino        | Met                        | Red           | -47.7             | -6.5           | Orange      | -40.2           | Lower                             |

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

### Discovery Charter Preparatory 2 - 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                        | Green         | 12.0              | 51.7           | Orange      | -13.2           | Higher                            |
| Latino        | Met                        | Green         | 12.1              | 59.8           | Orange      | -39.3           | 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 both numerically significant student groups. In 2023 in Math, the charter school's DFS was lower than the state for All Students and lower than the state for the one numerically significant student group. In 2024 in Math, the charter school's DFS was lower than the state for All Students and higher than the state for the one numerically significant student group.

To continue increasing student outcomes in Math, charter school leaders report rearranging the course sequence to teaching Geometry in 9<sup>th</sup> grade followed by Algebra I, Algebra II, and Precalculus/Trigonometry. The school reported focusing on creating a safe environment for students to share their thoughts freely and engage in problem-solving-based learning. The school uses various Math platforms where students can practice and reinforce their

Math skills. Additionally, the Math teachers have opportunities to attend professional development in order to enhance instructional practices.

### Discovery Charter Preparatory 2 - Math Indicator - 2021-2022

| Student Group                   | Charter Participation Rate | Charter Level | Charter Math (DFS) | State Level | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|-------------|------------------|-----------------------------------|
| All Students                    | Met                        | Very Low      | -145.0             | Low         | -51.7            | Lower                             |
| Latino                          | Met                        | Very Low      | -145.0             | Low         | -83.4            | Lower                             |
| Socioeconomically Disadvantaged | Met                        | Very Low      | -142.9             | Low         | -84.0            | Lower                             |

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

### Discovery Charter Preparatory 2 - Math Indicator - 2022-2023

| Student Group | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------|----------------------------|---------------|--------------------|----------------|-------------|------------------|-----------------------------------|
| All Students  | Met                        | Orange        | -122.5             | 22.5           | Orange      | -49.1            | Lower                             |
| Latino        | Met                        | Orange        | -131.5             | 13.5           | Orange      | -80.8            | Lower                             |

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

### Discovery Charter Preparatory 2 - 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                        | Green         | -55.1              | 67.4           | Orange      | -47.6            | Lower                             |
| Latino        | Met                        | Green         | -57.6              | 73.9           | Orange      | -79.2            | 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, there was no performance level on the English Learner Progress Indicator (ELPI) due to the low number of English Learners. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023, there is no performance level on the ELPI due to the low number of English Learners. The charter school's English Learner Progress Rate was lower than the state's rate. In 2024, there is no performance level due to the low number of English Learners. The charter school's English Learner Progress Rate was higher than the state's rate.

**Discovery Charter Preparatory 2 - English Learner Progress Indicator - 2021-2022**

| Student Group   | Charter ELPAC Participation Rate | Charter Level        | Charter EL Progress Rate | State Level | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|----------------------|--------------------------|-------------|------------------------|-----------------------------|
| English Learner | Not Met                          | No Performance Level | 66.7%                    | Medium      | 50.3%                  | Higher                      |

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

**Discovery Charter Preparatory 2 - English Learner Progress Indicator - 2022-2023**

| Student Group   | Charter ELPAC Participation Rate | Charter Color        | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|----------------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | No Performance Color | 33.3%                    | -33.4%         | Yellow      | 48.7%                  | Lower                       |

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

**Discovery Charter Preparatory 2 - 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                              | No Performance Color | 69.2%                    | 35.9%          | 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

The College/Career Academic Indicator was not reported on the 2022 Dashboard. In 2023, the charter school's Status Level of Low for All Students was lower than the state's Status Level of Medium. The charter school's percentage of students prepared was lower than the state for both numerically significant student groups. In 2024, the charter school's Performance Level of Yellow for All Students was the same as the state's Performance Level of Yellow. The charter school's percentage of students prepared was lower than the state for both numerically significant student groups.

In order to continue increasing student outcomes in College/Career, charter school leaders report implementing a college and career readiness program in Advisory classes. Students have the opportunity to participate in dual and concurrent enrollment at Mission College.

**Discovery Charter Preparatory 2 - College/Career Indicator - 2022-2023**

| Student Group | Charter Level | Charter Prepared | State Level | State Prepared | Charter to State Comparison |
|---------------|---------------|------------------|-------------|----------------|-----------------------------|
| All Students  | Low           | 26.6%            | Medium      | 43.9%          | Lower                       |
| Latino        | Low           | 27.4%            | Medium      | 35.5%          | Lower                       |

| Student Group                   | Charter Level | Charter Prepared | State Level | State Prepared | Charter to State Comparison |
|---------------------------------|---------------|------------------|-------------|----------------|-----------------------------|
| Socioeconomically Disadvantaged | Low           | 26.4%            | Medium      | 35.4%          | Lower                       |

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

### Discovery Charter Preparatory 2 - College/Career Indicator - 2023-2024

| Student Group                   | Charter Level | Charter Prepared | Charter Change | State Level | State Prepared | Charter to State Comparison |
|---------------------------------|---------------|------------------|----------------|-------------|----------------|-----------------------------|
| All Students                    | Yellow        | 29.5%            | 3.0            | Yellow      | 45.3%          | Lower                       |
| Latino                          | Orange        | 27.9%            | 0.5            | Yellow      | 37.4%          | Lower                       |
| Socioeconomically Disadvantaged | Yellow        | 33.3%            | 6.9            | Yellow      | 37.4%          | Lower                       |

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, the charter school's percentage of graduated students was lower than the state for All Students and for both numerically significant student groups. In 2023, the charter school's percentage of graduated students was lower than the state for All Students and for both numerically significant student groups. In 2024, the charter school's percentage of graduated students was higher than the state for All Students and for both numerically significant student groups. Discovery Charter Preparatory 2's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator

In 2022, the charter school's percentage of students suspended at least once was the same as the state for All Students and for one of two numerically significant student groups. One of two numerically significant groups was lower than the state percentage. In 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students and for both 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 both numerically significant student groups.

j. Dashboard Local Indicators

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

k. Reclassification Rates

As of the writing of this report, reclassification data for 2021-2022, 2022-2023, and 2023-2024 have not been published by the state.

l. Additional Information

Benchmark 1:

English Learner students will achieve ELA performance standards on the CAASPP (SBAC) that are equivalent to or better than the Resident Schools Medians in the Met or Exceeded Standards performance bands.

Data have not been available for English Learners taking the ELA CAASPP as there have been fewer than 11 students identified as part of this student group since 2017-2018.

Benchmark 2:

By January 30, 2017, the school will provide to the CSD a plan to increase English Learner achievement.

Benchmark 2 was met per the 2017-2018 Annual Performance-Based Oversight Visit report.

## 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 Discovery Charter Preparatory 2's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

b. Student Achievement and Educational Performance

| Oversight Ratings/Concerns |   |
|----------------------------|---|
| 2022-2023                  | <i>Developing</i>   |
| 2023-2024                  | <i>Developing</i>   |
| Concerns                   | <p>The rating of <i>Developing</i> in 2022-2023 was a result of the charter school's average DFS being lower than the state average for All Students and a majority of numerically significant student groups for both English Language Arts and Math.</p> <p>The rating of <i>Developing</i> in 2023-2024 was a result of the charter school's average DFS being lower than the state average for All Students and all of the numerically significant student groups for both English Language Arts and Math. In addition, the percentage of the charter school's students prepared for college or career, as documented in the College/Career Indicator, was lower than the state percentage, and the charter school's Graduation Rate was lower than the state average rate.</p> |



c. Organizational Management, Programs, and Operations

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

d. Fiscal Operations

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

## VI. VERIFIED DATA

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

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education (SBE) established criteria to define verified data and identified an approved list of valid and reliable assessments. Charter schools submitting verified data must adhere to the state-approved criteria.

Discovery Charter Preparatory 2 did not submit verified data for consideration as part of its renewal application.

## VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School provided no verified data, staff determined that the school's performance in both ELA and Math requires further review.

Based on the charter school's performance on California School Dashboard in ELA, Math and CCI, and not having verified data submitted by the charter school, Staff conducted a further analysis of ELA and Math in comparison to the Resident Schools Median (RSM).<sup>2</sup> As indicated in the tables below, when comparing the school to the Resident Schools Median, Discovery Charter Preparatory 2's data indicates that its student performance on California School Dashboard in 2022 was higher than the RSM for All Students and for all numerically significant student groups in ELA. In 2023, the charter school was lower than the RSM for All Students and for the one numerically significant student group in ELA. In 2024, Discovery Charter Preparatory 2 was higher than the RSM for All Students and

<sup>2</sup> 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.

for the one numerically significant student groups in ELA. In Math, student performance was lower than the RSM for All Students and one of two numerically significant groups in 2022. In 2023, Discovery Charter Preparatory 2 was lower than the RSM for All Students and for the one numerically significant student group in Math. In 2024, the charter school was higher than the RSM for All Students and for the one numerically significant student group in Math. In 2023 and 2024, Discovery Charter Preparatory 2 was lower than the RSM for All Students and for both numerically significant student groups in the College/Career Indicator (CCI).

### Resident Schools Analysis

| Discovery Charter Preparatory 2 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   | 64                             | Low                  | -41.2         | 874   | Very Low                             | -53.1                         | Higher  |
| Latino   | 64                             | Low                  | -41.2         | 841   | Very Low                             | -51.5                         | Higher  |
| Socioeconomically Disadvantaged  | 44                             | Low                  | -36.8         | 816   | Very Low                             | -56.2                         | Higher  |

Data Sources: California School 2022 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

| Discovery Charter Preparatory 2 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   | 39                             | Orange        | -39.6         | 1,043   | Yellow                        | -15.1                         | Lower   |
| Latino   | 38                             | Red           | -47.7         | 937   | Yellow                        | -23.6                         | Lower   |

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

| Discovery Charter Preparatory 2 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   | 42                             | Green         | 12.0          | 647   | Orange                        | -17.3                         | Higher  |
| Latino   | 39                             | Green         | 12.1          | 588   | Orange                        | -38.5                         | Higher  |

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

## Discovery Charter Preparatory 2 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

| Student Group                   | Number of Students with Scores | Charter Status Level | Charter (DFS) | Resident Schools Number of Students with Scores | Resident Schools Median Status Level | Resident Schools Median (DFS) | Charter to Resident Schools Median Comparison (DFS) |
|---------------------------------|--------------------------------|----------------------|---------------|---|--------------------------------------|-------------------------------|---|
| All Students                    | 64                             | Very Low             | -145.0        | 880   | Very Low                             | -141.2                        | Lower   |
| Latino                          | 64                             | Very Low             | -145.0        | 846   | Very Low                             | -142.3                        | Lower   |
| Socioeconomically Disadvantaged | 44                             | Very Low             | -142.9        | 821   | Very Low                             | -146.2                        | Higher  |

Data Sources: California School 2022 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

## Discovery Charter Preparatory 2 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

| Student Group | Number of Students with Scores | Charter Color | Charter (DFS) | Resident Schools Number of Students with Scores | Resident Schools Median Color | Resident Schools Median (DFS) | Charter to Resident Schools Median Comparison (DFS) |
|---------------|--------------------------------|---------------|---------------|---|-------------------------------|-------------------------------|---|
| All Students  | 39                             | Orange        | -122.5        | 1,046   | Yellow                        | -117.4                        | Lower   |
| Latino        | 38                             | Orange        | -131.5        | 940   | Orange                        | -120.6                        | Lower   |

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

## Discovery Charter Preparatory 2 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

| Student Group | Number of Students with Scores | Charter Color | Charter (DFS) | Resident Schools Number of Students with Scores | Resident Schools Median Color | Resident Schools Median (DFS) | Charter to Resident Schools Median Comparison (DFS) |
|---------------|--------------------------------|---------------|---------------|---|-------------------------------|-------------------------------|---|
| All Students  | 42                             | Green         | -55.1         | 644   | Orange                        | -123.5                        | Higher  |
| Latino        | 39                             | Green         | -57.6         | 585   | Orange                        | -123.9                        | Higher  |

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

## Discovery Charter Preparatory 2 2022-2023 College / Career Indicator Medians - CA School Dashboard Indicator

| Student Group                   | Number of Students with Scores | Charter Percentage of Prepared Students | Charter Status Level | Resident Schools Number of Students with Scores | Resident Schools Median Percentage of Prepared Students | Resident Schools Median Status Level | Charter to Resident Schools Median Comparison |
|---------------------------------|--------------------------------|---|----------------------|---|---|--------------------------------------|---|
| All Students                    | 64                             | 26.6%                                   | Low                  | 982   | 51.6%   | Medium                               | Lower   |
| Latino                          | 62                             | 27.4%                                   | Low                  | 946   | 51.1%   | Medium                               | Lower   |
| Socioeconomically Disadvantaged | 53                             | 26.4%                                   | Low                  | 933   | 50.5%   | Medium                               | Lower   |

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

## Discovery Charter Preparatory 2 2023-2024 College / Career Indicator Medians - CA School Dashboard Indicator

| Student Group                   | Number of students | Charter Performance Level (color) | Charter Percentage of prepared students | Resident Number of students | Resident Schools Median Color | Resident Median Percentage of prepared students | Charter to Resident Schools Median Comparison |
|---------------------------------|--------------------|-----------------------------------|---|-----------------------------|-------------------------------|---|---|
| All Students                    | 44                 | Yellow                            | 29.5%                                   | 677                         | Green                         | 45.2%   | Lower   |
| Latino                          | 43                 | Orange                            | 27.9%                                   | 589                         | Yellow                        | 44.8%   | Lower   |
| Socioeconomically Disadvantaged | 36                 | Yellow                            | 33.3%                                   | 632                         | Yellow                        | 44.2%   | Lower   |

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

## VIII. FISCAL MANAGEMENT AND PERFORMANCE

### a. Fiscal Condition

Discovery Charter Preparatory 2's fiscal condition is positive.

|                              | 2019-2020<br>(Audited<br>Actuals) | 2020-2021<br>(Audited<br>Actuals) | 2021-2022<br>(Audited<br>Actuals) | 2022-2023<br>(Audited<br>Actuals) | 2023-2024<br>(Audited<br>Actuals) |
|------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Net Assets                   | \$1,755,888                       | \$2,644,977                       | \$1,729,043                       | \$1,345,955                       | \$1,185,559                       |
| Net Income/Loss              | \$130,786                         | \$897,142 <sup>1</sup>            | (\$915,934) <sup>2</sup>          | (\$383,088) <sup>2</sup>          | (\$160,396) <sup>4</sup>          |
| Transfers In/Out             | (\$9,911) <sup>3</sup>            | (\$8,053) <sup>3</sup>            | \$0                               | \$0                               | \$0                               |
| Prior Year Adjustment(s)     | \$0                               | \$0                               | \$0                               | \$0                               | \$0                               |
| Norm Enrollment <sup>5</sup> | 251                               | 231                               | 201                               | 189                               | 205                               |

<sup>1</sup>Per Discovery Charter Preparatory 2's FY 2020-2021 audited financials, the net income reported for the 2020-2021 school year, in contrast to the net losses incurred for the other school years summarized in the financial table above is primarily due to the recognition of \$388K in revenue from the forgiveness of a Paycheck Protection Program (PPP) loan, in addition to COVID-19 pandemic funding received for the same year.

<sup>2</sup>Per Discovery Charter Preparatory 2, the reported net losses for Fiscal Years 2021-2022 through 2022-2023 were primarily due to lower-than-expected enrollment. Additionally, the school reported additional expenses related to the COVID-19 pandemic during Fiscal Year 2021-2022.

<sup>3</sup>The outbound money transfers represented transfers out to DCPS Properties for facilities-related expenditures. DCPS Properties is the single member of DCPS Eldridge Ave, LLC and is the holder of the school property. DCPS Eldridge Ave, LLC leases facilities to the school.

<sup>4</sup>Per Discovery Charter Preparatory 2, the net loss reported for Fiscal Year 2023-2024 was primarily attributed to higher professional consulting fees and educational service

fees related to substitute services, particularly for new students with Individualized Education Programs (IEPs). Additionally, the school incurred additional costs for certificated and classified salaries to cover specific support needs for at-risk students, including tutoring, classroom coverage, and athletics supervision.

<sup>5</sup>Discovery Charter Preparatory 2 reported 205 Norm Enrollment for Fiscal Year 2024-2025. Charter School stated that it plans to increase enrollment through various means, for example, increasing community engagement and advertising through social media. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

- b. 2023-2024 Independent Audit Report  
 Audit Opinion: Unmodified/Unqualified  
 Material Weaknesses: None Reported  
 Deficiencies/Findings: None Reported  
 Lack of a Going Concern: None Reported
- c. Other Significant Fiscal Information  
 Not applicable

# ATTACHMENT B

## Discovery Charter Preparatory #2

### Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

| ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                                  |                                     |                                     |                         |                          |                        |                         |                                |                                     |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|--|----|---------------|----------------------------------|-------------------------------------|-------------------------------------|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|-------------------------------------|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG   | BD | Location Code | School                           | Student Group                       | 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| N  | 6  | 8605          | Discovery Charter Preparatory #2 | All Students                        | 64                                  | -41.2                   | Low                      | -12.2                  | Low                     | Lower                          | 39                                  | Orange                                | -39.6                   | 1.5                | Maintained               | Orange                               | -13.6                  | -1.4              | Maintained              | Lower                          |
|  |    |               |                                  | American Indian or Alaska Native    | 0                                   | --                      | --                       | -49.3                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -47.9                  | 2.0               | Maintained              | --                             |
|  |    |               |                                  | Asian                               | 0                                   | --                      | --                       | 63.0                   | Very High               | --                             | 0                                   | --                                    | --                      | --                 | --                       | Blue                                 | 61.8                   | -1.2              | Maintained              | --                             |
|  |    |               |                                  | Black or African American           | 0                                   | --                      | --                       | -57.7                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -59.6                  | -2.0              | Maintained              | --                             |
|  |    |               |                                  | English Learner                     | *                                   | -                       | No Performance Level     | -61.2                  | Low                     | --                             | 8                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -67.7                  | -6.5              | Declined                | --                             |
|  |    |               |                                  | Filipino                            | 0                                   | --                      | --                       | 42.9                   | High                    | --                             | 0                                   | --                                    | --                      | --                 | --                       | Green                                | 44.0                   | 1.1               | Maintained              | --                             |
|  |    |               |                                  | Foster Youth                        | 0                                   | --                      | --                       | -85.6                  | Very Low                | --                             | 0                                   | --                                    | --                      | --                 | --                       | Red                                  | -89.2                  | -2.5              | Maintained              | --                             |
|  |    |               |                                  | Homeless Youth                      | 0                                   | --                      | --                       | -62.9                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -67.9                  | -5.0              | Declined                | --                             |
|  |    |               |                                  | Latino                              | 64                                  | -41.2                   | Low                      | -38.6                  | Low                     | Lower                          | 38                                  | Red                                   | -47.7                   | -6.5               | Declined                 | Orange                               | -40.2                  | -1.7              | Maintained              | Lower                          |
|  |    |               |                                  | Native Hawaiian or Pacific Islander | 0                                   | --                      | --                       | -29.1                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -32.5                  | -3.4              | Declined                | --                             |
|  |    |               |                                  | Socioeconomically Disadvantaged     | 44                                  | -36.8                   | Low                      | -41.4                  | Low                     | Higher                         | 19                                  | No Color                              | -52.6                   | -15.8              | Declined Significantly   | Orange                               | -42.6                  | -1.2              | Maintained              | --                             |
|  |    |               |                                  | Students with Disabilities          | 14                                  | -127.9                  | No Performance Level     | -97.3                  | Very Low                | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Red                                  | -96.3                  | 1.8               | Maintained              | --                             |
|  |    |               |                                  | Two or More Races                   | 0                                   | --                      | --                       | 25.1                   | High                    | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 24.3                   | -0.8              | Maintained              | --                             |
|  |    |               |                                  | White                               | 0                                   | --                      | --                       | 21.9                   | High                    | --                             | 0                                   | --                                    | --                      | --                 | --                       | Green                                | 20.8                   | -1.2              | Maintained              | --                             |

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

| ELA Participation Rate By Student Group |      |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|---|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|   | ALL  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2022 **   | 97%  | --                               | --    | --                        | 100%            | --       | --           | --             | 97%    | --                                  | 96%                             | 100%                       | --                | --    |
| Participation Rate Met 2022 *           | Yes  | --                               | --    | --                        | Yes             | --       | --           | --             | Yes    | --                                  | Yes                             | Yes                        | --                | --    |
| Percent of students tested in 2023      | 100% | --                               | --    | --                        | 100%            | --       | --           | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | --    |
| Participation Rate Met 2023             | Yes  | --                               | --    | --                        | Yes             | --       | --           | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | --    |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023



# Discovery Charter Preparatory #2

## Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

| Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                                  |                                     |  |                         |                          |                        |                         |                                |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|---|----|---------------|----------------------------------|-------------------------------------|--|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG  | BD | Location Code | School                           | Student Group                       | School 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | School 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| N   | 6  | 8605          | Discovery Charter Preparatory #2 | All Students                        | 64   | -145.0                  | Very Low                 | -51.7                  | Low                     | Lower                          | 39   | Orange                                | -122.5                  | 22.5               | Increased Significantly  | Orange                               | -49.1                  | 2.6               | Maintained              | Lower                          |
|   |    |               |                                  | American Indian or Alaska Native    | 0  | --                      | --                       | -90.4                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             |
|   |    |               |                                  | Asian                               | 0  | --                      | --                       | 48.4                   | Very High               | --                             | 0  | --                                    | --                      | --                 | --                       | Blue                                 | 50.8                   | 2.3               | Maintained              | --                             |
|   |    |               |                                  | Black or African American           | 0  | --                      | --                       | -106.9                 | Very Low                | --                             | 0  | --                                    | --                      | --                 | --                       | Red                                  | -104.5                 | 2.6               | Maintained              | --                             |
|   |    |               |                                  | English Learner                     | *  | -                       | No Performance Level     | -92.0                  | Low                     | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -93.4                  | -1.4              | Maintained              | --                             |
|   |    |               |                                  | Filipino                            | 0  | --                      | --                       | 2.7                    | High                    | --                             | 0  | --                                    | --                      | --                 | --                       | Green                                | 7.4                    | 4.8               | Increased               | --                             |
|   |    |               |                                  | Foster Youth                        | 0  | --                      | --                       | -126.3                 | Very Low                | --                             | 0  | --                                    | --                      | --                 | --                       | Red                                  | -127.4                 | 1.4               | Maintained              | --                             |
|   |    |               |                                  | Homeless Youth                      | 0  | --                      | --                       | -101.8                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             |
|   |    |               |                                  | Latino                              | 64   | -145.0                  | Very Low                 | -83.4                  | Low                     | Lower                          | 38   | Orange                                | -131.5                  | 13.5               | Increased                | Orange                               | -80.8                  | 2.6               | Maintained              | Lower                          |
|   |    |               |                                  | Native Hawaiian or Pacific Islander | 0  | --                      | --                       | -71.3                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -71.3                  | 0.0               | Maintained              | --                             |
|   |    |               |                                  | Socioeconomically Disadvantaged     | 44   | -142.9                  | Very Low                 | -84.0                  | Low                     | Lower                          | 19   | No Color                              | -138.9                  | 4.0                | Increased                | Yellow                               | -80.8                  | 3.2               | Increased               | --                             |
|   |    |               |                                  | Students with Disabilities          | 14   | -216.7                  | No Performance Level     | -130.8                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -127.3                 | 5.5               | Increased               | --                             |
|   |    |               |                                  | Two or More Races                   | 0  | --                      | --                       | -9.9                   | Medium                  | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             |
|   |    |               |                                  | White                               | 0  | --                      | --                       | -13.4                  | Medium                  | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -11.1                  | 2.3               | Maintained              | --                             |

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

| Math Participation Rate By Student Group |      |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|--|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|  | ALL  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2022 **    | 97%  | --                               | --    | --                        | 100%            | --       | --           | --             | 97%    | --                                  | 96%                             | 100%                       | --                | --    |
| Participation Rate Met 2022 *            | Yes  | --                               | --    | --                        | Yes             | --       | --           | --             | Yes    | --                                  | Yes                             | Yes                        | --                | --    |
| Percent of students tested in 2023       | 100% | --                               | --    | --                        | 100%            | --       | --           | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | --    |
| Participation Rate Met 2023              | Yes  | --                               | --    | --                        | Yes             | --       | --           | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | --    |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

## Discovery Charter Preparatory #2

### English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "---" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |    |               |                                  |                 |   |  |              |  |              |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|----|---------------|----------------------------------|-----------------|---|--|--------------|--|--------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| RG   | BD | Location Code | School                           | Student Group   | 2022 School   |  |              | 2022 State   |              |                                 | 2023 School   |                                       |  |                    |                          | 2023 State                           |  |                   |                         |                                 |
|  |    |               |                                  |                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | Percentage of English Learners making progress towards English proficiency | Status Level | Percentage of English Learners making progress towards English proficiency | Status Level | School to State ELPI Comparison | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level | School to State ELPI Comparison |
| N  | 6  | 8605          | Discovery Charter Preparatory #2 | English Learner | 12  | 66.7%  | Very High    | 50.3%  | Medium       | --                              | 12  | No Color                              | 33.3%  | -33.3%             | Declined Significantly   | Yellow                               | 48.7%  | -1.6%             | Maintained              | --                              |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2022                | 17                            | 15                           | 88.2%                         | No                     |
| 2023                | 14                            | 14                           | 100.0%                        | Yes                    |

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

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

Data Sources: California School Dashboard Research data files 2023

| 2022 Student English Language Acquisition Results  |       |       |
|--|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School   |       |       |
| Discovery Charter Preparatory #2   |       | State |
| ELs Who Progressed at Least One ELPI Level   | 66.7% | 47.5% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 2.8%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 16.7% | 31.4% |
| ELs Who Decreased at Least One ELPI Level  | 16.7% | 18.3% |

| 2023 Student English Language Acquisition Results  |       |       |
|--|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School   |       |       |
| Discovery Charter Preparatory #2   |       | State |
| ELs Who Progressed at Least One ELPI Level   | 33.3% | 46.4% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 41.7% | 32.7% |
| ELs Who Decreased at Least One ELPI Level  | 25.0% | 18.6% |

# Discovery Charter Preparatory #2

## Academic Performance - College / Career

Graduates who meet specific College/Career Indicator (CCI) "prepared" criteria are included in the calculations of the CCI rate. For the 2023 Dashboard, the CCI will report the most current year data or "Status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| College / Career Academic Indicator - CA School Dashboard Indicator |    |          |                                  |                                     |                                |   |                          |  |                         |                                |
|---|----|----------|----------------------------------|-------------------------------------|--------------------------------|---|--------------------------|--|-------------------------|--------------------------------|
| RG  | BD | Loc Code | School                           | Student Group                       | Number of Students with Scores | School 2023 percentage of prepared students | School 2023 Status Level | State 2023 percentage of prepared students | State 2023 Status Level | School to State CCI Comparison |
| N   | 6  | 8605     | Discovery Charter Preparatory #2 | All Students                        | 64                             | 26.6%                                       | Low                      | 43.9%                                      | Medium                  | Lower                          |
|   |    |          |                                  | American Indian or Alaska Native    | 0                              | --  | --                       | 26.5%                                      | Low                     | --                             |
|   |    |          |                                  | Asian                               | 0                              | --  | --                       | 75.8%                                      | Very High               | --                             |
|   |    |          |                                  | Black or African American           | *                              | --  | No Status Level          | 25.1%                                      | Low                     | --                             |
|   |    |          |                                  | English Learner                     | *                              | --  | No Status Level          | 15.3%                                      | Low                     | --                             |
|   |    |          |                                  | Filipino                            | 0                              | --  | --                       | 65.2%                                      | High                    | --                             |
|   |    |          |                                  | Foster Youth                        | 0                              | --  | --                       | 11.6%                                      | Low                     | --                             |
|   |    |          |                                  | Homeless Youth                      | *                              | --  | No Status Level          | 20.4%                                      | Low                     | --                             |
|   |    |          |                                  | Latino                              | 62                             | 27.4%                                       | Low                      | 35.5%                                      | Medium                  | Lower                          |
|   |    |          |                                  | Native Hawaiian or Pacific Islander | 0                              | --  | --                       | 33.1%                                      | Low                     | --                             |
|   |    |          |                                  | Socioeconomically Disadvantaged     | 53                             | 26.4%                                       | Low                      | 35.4%                                      | Medium                  | Lower                          |
|   |    |          |                                  | Students with Disabilities          | 11                             | 9.1%  | Very Low                 | 12.3%                                      | Low                     | --                             |
|   |    |          |                                  | Two or More Races                   | 0                              | --  | --                       | 52.9%                                      | Medium                  | --                             |
|   |    |          |                                  | White                               | *                              | --  | No Status Level          | 53.2%                                      | Medium                  | --                             |

Data Sources: California School Dashboard Research data files 2023.

## Discovery Charter Preparatory #2

### Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| Suspension Rate Indicator - CA School Dashboard Indicator |    |               |                                  |                                     |                    |  |                          |   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|----|---------------|----------------------------------|-------------------------------------|--------------------|--|--------------------------|---|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| RG  | BD | Location Code | School                           | Student Group                       | Number of Students | School 2022 Percentage of Students suspended at least once | School 2022 Status Level | State 2022 Percentage of Students suspended at least once | State 2022 Status Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspensions Comparison |
| N   | 6  | 8605          | Discovery Charter Preparatory #2 | All Students                        | 223                | 3.1%   | Medium                   | 3.1%  | Medium                  | Same  | 212                | Blue                                  | 0.5%   | -2.7%              | Declined Significantly   | Orange                               | 3.5%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |                                  | American Indian or Alaska Native    | 0                  | --   | --                       | 6.4%  | High                    | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --                                     |
|   |    |               |                                  | Asian                               | 0                  | --   | --                       | 0.9%  | Very Low                | --  | 0                  | --                                    | --   | --                 | --                       | Green                                | 1.1%  | 0.2%              | Maintained              | --                                     |
|   |    |               |                                  | Black or African American           | *                  | --   | No Performance Level     | 7.9%  | High                    | --  | 0                  | --                                    | --   | --                 | --                       | Red                                  | 8.8%  | 0.9%              | Increased               | --                                     |
|   |    |               |                                  | English Learner                     | 18                 | 5.6%   | No Performance Level     | 3.2%  | Medium                  | --  | 16                 | No Color                              | 0.0%   | -5.6%              | Declined                 | Orange                               | 3.7%  | 0.5%              | Increased               | --                                     |
|   |    |               |                                  | Filipino                            | *                  | --   | No Performance Level     | 1.2%  | Low                     | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 1.3%  | 0.1%              | Maintained              | --                                     |
|   |    |               |                                  | Foster Youth                        | *                  | --   | No Performance Level     | 12.4%   | Very High               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --                                     |
|   |    |               |                                  | Homeless Youth                      | *                  | --   | No Performance Level     | 5.5%  | High                    | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --                                     |
|   |    |               |                                  | Latino                              | 209                | 3.3%   | Medium                   | 3.3%  | Medium                  | Same  | 207                | Blue                                  | 0.5%   | -2.9%              | Declined Significantly   | Orange                               | 3.8%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                                  | Native Hawaiian or Pacific Islander | 0                  | --   | --                       | 4.5%  | Medium                  | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 4.9%  | 0.4%              | Increased               | --                                     |
|   |    |               |                                  | Socioeconomically Disadvantaged     | 163                | 2.5%   | Medium                   | 4.0%  | Medium                  | Lower   | 135                | Green                                 | 0.7%   | -1.7%              | Declined                 | Orange                               | 4.5%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                                  | Students with Disabilities          | 30                 | 0.0%   | Very Low                 | 5.4%  | High                    | Lower   | 22                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | --                                     |
|   |    |               |                                  | Two or More Races                   | *                  | --   | No Performance Level     | 2.9%  | Medium                  | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 3.3%  | 0.4%              | Increased               | --                                     |
|   |    |               |                                  | White                               | *                  | --   | No Performance Level     | 2.6%  | Medium                  | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 2.9%  | 0.2%              | Maintained              | --                                     |

Data Sources: California School Dashboard Research data files 2023

## Discovery Charter Preparatory #2

### Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2023 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2023) as well as students from the prior cohort (Class of 2022) who graduated in their fifth year of high school in 2022-23. Current and prior year data is compared to see whether a school made improvement (i.e., had a higher rate of graduation in 2023 than it did in 2022) or experienced a decline. Results will fall into one of five levels, ranging from "Increased Significantly" to "Declined Significantly." Combining current year data and its comparison with prior year data, will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| Graduation Rate Indicator - CA School Dashboard Indicator |    |               |                                  |                                     |                    |  |                          |   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |   |
|---|----|---------------|----------------------------------|-------------------------------------|--------------------|--|--------------------------|---|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|
| RG  | BD | Location Code | School                           | Student Group                       | Number of Students | School 2022 Percentage of graduated students | School 2022 Status Level | State 2022 Percentage of graduated students | State 2022 Status Level | School to State Graduated Students Comparison | Number of Students | School 2023 Performance Level (color) | School 2023 Percentage of graduated students | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Percentage of graduated students | State 2023 Change | State 2023 Change Level | School to State Graduated Students Comparison |
| N   | 6  | 8605          | Discovery Charter Preparatory #2 | All Students                        | 39                 | 82.1%  | Medium                   | 87.4%                                       | Medium                  | Lower   | 65                 | Yellow                                | 81.5%  | -0.5%              | Maintained               | Orange                               | 86.4%                                       | 1.0%              | Declined                | Lower   |
|   |    |               |                                  | American Indian or Alaska Native    | 0                  | --   | --                       | 79.6%                                       | Low                     | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 79.6%                                       | -0.1%             | Maintained              | --  |
|   |    |               |                                  | Asian                               | 0                  | --   | --                       | 95.2%                                       | Very High               | --  | 0                  | --                                    | --   | --                 | --                       | Green                                | 94.5%                                       | -0.7%             | Maintained              | --  |
|   |    |               |                                  | Black or African American           | 0                  | --   | --                       | 79.5%                                       | Low                     | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 78.5%                                       | 1.0%              | Declined                | --  |
|   |    |               |                                  | English Learner                     | *                  | --   | No Performance Level     | 73.3%                                       | Low                     | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 73.5%                                       | 0.2%              | Maintained              | --  |
|   |    |               |                                  | Filipino                            | 0                  | --   | --                       | 95.5%                                       | Very High               | --  | 0                  | --                                    | --   | --                 | --                       | Green                                | 94.7%                                       | -0.8%             | Maintained              | --  |
|   |    |               |                                  | Foster Youth                        | *                  | --   | No Performance Level     | 64.1%                                       | Very Low                | --  | 0                  | --                                    | --   | --                 | --                       | Red                                  | 63.2%                                       | -0.8%             | Maintained              | --  |
|   |    |               |                                  | Homeless Youth                      | *                  | --   | No Performance Level     | 74.4%                                       | Low                     | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 73.7%                                       | -0.7%             | Maintained              | --  |
|   |    |               |                                  | Latino                              | 36                 | 80.6%  | Medium                   | 85.3%                                       | Medium                  | Lower   | 63                 | Green                                 | 82.5%  | 2.0%               | Increased                | Orange                               | 84.2%                                       | 1.0%              | Declined                | Lower   |
|   |    |               |                                  | Native Hawaiian or Pacific Islander | 0                  | --   | --                       | 85.2%                                       | Medium                  | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 84.6%                                       | -0.7%             | Maintained              | --  |
|   |    |               |                                  | Socioeconomically Disadvantaged     | 37                 | 83.8%  | Medium                   | 85.1%                                       | Medium                  | Lower   | 54                 | Orange                                | 81.5%  | -2.3%              | Declined                 | Orange                               | 83.7%                                       | 1.4%              | Declined                | Lower   |
|   |    |               |                                  | Students with Disabilities          | *                  | --   | No Performance Level     | 75.2%                                       | Low                     | --  | 12                 | No Color                              | 91.7%  | --                 | No Change Level          | Orange                               | 72.7%                                       | 2.5%              | Declined                | --  |
|   |    |               |                                  | Two or More Races                   | *                  | --   | No Performance Level     | 89.6%                                       | Medium                  | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 88.6%                                       | 1.0%              | Declined                | --  |
|   |    |               |                                  | White                               | 0                  | --   | --                       | 90.8%                                       | High                    | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 89.8%                                       | 1.0%              | Declined                | --  |

Data Sources: California School Dashboard Research data files 2023

## Discovery Charter Preparatory #2

### Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

| 2023-2024 Enrollment by Ethnicity and Student Group |    |          |                                  |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|----------------------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                           | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 6  | 8605     | Discovery Charter Preparatory #2 | 210        | 48.1%    | 0.0%  | 0.5%                             | 0.0%  | 0.0%                      | 8.6%            | 1.0%     | 0.0%         | 0.5%     | 96.7%  | 0.0%              | 0.0%                                | 0.0%         | 56.7%                            | 16.2%                      | 1.0%              | 1.0%  |
| Statewide   |    |          |                                  | 5,837,690  | 61.7%    | N/A   | 0.4%                             | 9.9%  | 4.9%                      | 18.4%           | 2.2%     | 0.5%         | 3.6%     | 56.1%  | 0.8%              | 0.4%                                | 1.1%         | 62.7%                            | 13.7%                      | 4.6%              | 20.3% |
| Los Angeles Unified                                 |    |          |                                  | 529,902    | 80.7%    | 11.0% | 0.1%                             | 3.4%  | 7.3%                      | 20.1%           | 1.7%     | 0.6%         | 2.1%     | 73.8%  | 0.2%              | 0.1%                                | 1.8%         | 81.3%                            | 14.8%                      | 2.0%              | 9.8%  |

| 2022-2023 Enrollment by Ethnicity and Student Group |    |          |                                  |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|----------------------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                           | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 6  | 8605     | Discovery Charter Preparatory #2 | 191        | 51.8%    | 0.5%  | 0.0%                             | 0.0%  | 0.0%                      | 6.3%            | 0.5%     | 0.0%         | 1.0%     | 97.9%  | 0.0%              | 0.0%                                | 0.5%         | 60.2%                            | 9.9%                       | 0.5%              | 0.5%  |
| Statewide   |    |          |                                  | 5,852,544  | 59.9%    | N/A   | 0.4%                             | 9.5%  | 4.7%                      | 19.0%           | 2.2%     | 0.5%         | 3.2%     | 56.1%  | 0.7%              | 0.4%                                | 2.2%         | 61.5%                            | 13.1%                      | 4.3%              | 20.1% |
| Los Angeles Unified                                 |    |          |                                  | 538,295    | 81.0%    | 11.1% | 5.9%                             | 3.4%  | 7.4%                      | 21.3%           | 1.6%     | 0.7%         | 1.7%     | 74.2%  | 0.1%              | 0.2%                                | 1.5%         | 82.0%                            | 14.1%                      | 2.0%              | 9.7%  |

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

# Discovery Charter Preparatory #2

## RECLASSIFICATION RATES

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

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

| RG | BD | Loc Code | School                           | Year       | Students Redesignated FEP                     | School | State | School to State RFEP Comparison |
|----|----|----------|----------------------------------|------------|---|--------|-------|---------------------------------|
| N  | 6  | 8605     | Discovery Charter Preparatory #2 | 2021-2022* | 2020-2021 Number of English Language Learners | --     | --    | --                              |
|    |    |          |                                  |            | 2021-2022 Number of Students Reclassified     | --     | --    |                                 |
|    |    |          |                                  |            | 2021-2022 Reclassification Rate               | --     | --    |                                 |
|    |    |          |                                  | 2022-2023* | 2021-2022 Number of English Language Learners | --     | --    | --                              |
|    |    |          |                                  |            | 2022-2023 Number of Students Reclassified     | --     | --    |                                 |
|    |    |          |                                  |            | 2022-2023 Reclassification Rate               | --     | --    |                                 |

Note: \*Reclassification data for 2021-2022 and 2022-2023 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2021-2022 and 2022-2023 Annual Reclassification (RFEP) Counts and Rates this tab will be updated accordingly.

A double dash "--" means that data is not currently available.

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



## Discovery Charter Preparatory #2

### 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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

| RG | BD | Loc Code | School                           | English Learners                | 2022-2023  |         |            |         | 2023-2024  |         |            |         |
|----|----|----------|----------------------------------|---------------------------------|------------|---------|------------|---------|------------|---------|------------|---------|
|    |    |          |                                  |                                 | School     |         | State      |         | School     |         | State      |         |
|    |    |          |                                  |                                 | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent |
| N  | 6  | 8605     | Discovery Charter Preparatory #2 | LTEL 6+ Years                   | 4          | 4.5%    | 226,535    | 11.1%   | 10         | 10.2%   | 211,218    | 18.1%   |
|    |    |          |                                  | At-Risk 4-5 Years               | 1          | 1.1%    | 144,190    | 7.1%    | 1          | 1.0%    | 136,190    | 9.6%    |
|    |    |          |                                  | EL 0-3 Years                    | 3          | 3.4%    | 505,487    | 24.8%   | 4          | 4.1%    | 519,652    | 26.0%   |
|    |    |          |                                  | EL 4+ Years Not At-Risk or LTEL | 4          | 4.5%    | 236,323    | 11.6%   | 3          | 3.1%    | 207,773    | 10.4%   |
|    |    |          |                                  | EL total                        | 12         | 13.6%   | 1,112,535  | 54.5%   | 18         | 18.4%   | 1,074,833  | 53.8%   |
|    |    |          |                                  | RFEP                            | 76         | 86.4%   | 927,723    | 45.5%   | 80         | 81.6%   | 924,460    | 46.2%   |
|    |    |          |                                  | Total (Ever)                    | 88         | 100.0%  | 2,040,258  | 100.0%  | 98         | 100.0%  | 1,999,293  | 100.0%  |

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

## Discovery Charter Preparatory #2

### Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (\*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Special Education Enrollment

| RG                  | BD | Location Code | School                           | OCT 2023 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|---------------|----------------------------------|-------------------|----------------|----------------|
| N                   | 6  | 8605          | Discovery Charter Preparatory #2 | 210               | 34             | 16.2%          |
| Statewide           |    |               |                                  | 5,837,690         | 799,980        | 13.7%          |
| Los Angeles Unified |    |               |                                  | 529,902           | 79,906         | 14.8%          |

2022-2023 Special Education Enrollment

| RG                  | BD | Loc Code | School                           | OCT 2022 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|----------|----------------------------------|-------------------|----------------|----------------|
| N                   | 6  | 8605     | Discovery Charter Preparatory #2 | 191               | 19             | 9.9%           |
| Statewide           |    |          |                                  | 5,852,544         | 765,169        | 13.1%          |
| Los Angeles Unified |    |          |                                  | 538,295           | 75,935         | 14.1%          |

2023-2024 Special Education Enrollment

| RG                  | BD | Loc Code | School                           | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|----------------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|------|--------|--------|-------|------|
| N                   | 6  | 8605     | Discovery Charter Preparatory #2 | 91.2%            | 8.8%            | 1      | 0    | 0      | 1     | 0     | 1     | 0     | 0   | 7      | 0    | 22     | 2      | 0     | 0    |
| Los Angeles Unified |    |          |                                  | 66.7%            | 33.3%           | 19,082 | 6    | 200    | 1,178 | 0     | 988   | 3,410 | 978 | 11,302 | 543  | 30,274 | 11,688 | 66    | 189  |

2022-2023 Special Education Enrollment

| RG                  | BD | Loc Code | School                           | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI  | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|----------------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|-------|--------|--------|-------|------|
| N                   | 6  | 8605     | Discovery Charter Preparatory #2 | 100.0%           | 0.0%            | 0      | 0    | 0      | 0     | 0     | 0     | 0     | 0   | 0      | 0     | 18     | 1      | 0     | 0    |
| Los Angeles Unified |    |          |                                  | 68.3%            | 31.6%           | 16,427 | 5    | 226    | 1,143 | 1     | 994   | 3,495 | 354 | 10,342 | 1,065 | 29,411 | 12,139 | 64    | 248  |

| Key  |                                |     |                               |
|------|--------------------------------|-----|-------------------------------|
| AUT  | Autism                         | OHI | Other Health Impairment       |
| DB   | Deaf-Blindness                 | OI  | Orthopedic Impairment         |
| DEAF | Deafness                       | SLD | Specific Learning Disability  |
| ED   | Emotional Disturbance          | SLI | Speech or Language Impairment |
| EMD  | Established Medical Disability | TBI | Traumatic Brain Injury        |
| HOH  | Hard of Hearing                | VI  | Visual Impairment             |
| ID   | Intellectual Disability        | MD  | Multiple Disabilities         |

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

# Discovery Charter Preparatory #2

LAUSD Location Code: 8605

Region: North

Board District: 6

## Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

| ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |  |   |                            |                       |                                |  |                           |                      |                               |                                      |  |   |                            |                       |                                |  |                           |                      |                               |                                      |
|--|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|
| Student Group  | 2023<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State DFS<br>Comparison | 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change<br>Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change<br>Level | School to<br>State DFS<br>Comparison |
| All Students   | 39   | Orange                                      | -39.6                      | 1.5                   | Maintained                     | Orange                                     | -13.6                     | -1.4                 | Maintained                    | Lower                                | 42   | Green                                       | 12.0                       | 51.7                  | Increased<br>Significantly     | Orange                                     | -13.2                     | 0.4                  | Maintained                    | Higher                               |
| American Indian or<br>Alaska Native  | 0  | --  | --                         | --                    | --                             | Orange                                     | -47.9                     | 2.0                  | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Orange                                     | -49.0                     | -1.1                 | Maintained                    | --                                   |
| Asian  | 0  | --  | --                         | --                    | --                             | Blue                                       | 61.8                      | -1.2                 | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Blue                                       | 60.7                      | -1.2                 | Maintained                    | --                                   |
| Black or African<br>American   | 0  | --  | --                         | --                    | --                             | Orange                                     | -59.6                     | -2.0                 | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -58.9                     | 0.8                  | Maintained                    | --                                   |
| English Learner  | 8  | No Color                                    | --                         | --                    | No Change<br>Level             | Orange                                     | -67.7                     | -6.5                 | Declined                      | --                                   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Orange                                     | -67.6                     | 0.2                  | Maintained                    | --                                   |
| Filipino   | 0  | --  | --                         | --                    | --                             | Green                                      | 44.0                      | 1.1                  | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Blue                                       | 45.8                      | 1.8                  | Maintained                    | --                                   |
| Foster Youth   | 0  | --  | --                         | --                    | --                             | Red  | -89.2                     | -2.5                 | Maintained                    | --                                   | 0  | No Color                                    | --                         | --                    | No Change<br>Level             | Red  | -87.3                     | 1.9                  | Maintained                    | --                                   |
| Homeless Youth   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Orange                                     | -67.9                     | -5.0                 | Declined                      | --                                   | 0  | --  | --                         | --                    | --                             | Red  | -70.4                     | -2.5                 | Maintained                    | --                                   |
| Latino   | 38   | Red   | -47.7                      | -6.5                  | Declined                       | Orange                                     | -40.2                     | -1.7                 | Maintained                    | Lower                                | 39   | Green                                       | 12.1                       | 59.8                  | Increased<br>Significantly     | Orange                                     | -39.3                     | 0.9                  | Maintained                    | Higher                               |
| Long-Term English<br>Learner   | --   | --  | --                         | --                    | --                             | --   | --                        | --                   | --                            | Same                                 | 1  | No Color                                    | --                         | --                    | No Change<br>Level             | Red  | -109.6                    | 3.4                  | Declined                      | --                                   |
| Native Hawaiian or<br>Pacific Islander   | 0  | --  | --                         | --                    | --                             | Orange                                     | -32.5                     | -3.4                 | Declined                      | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -34.7                     | -2.2                 | Maintained                    | --                                   |
| Socioeconomically<br>Disadvantaged   | 19   | No Color                                    | -52.6                      | -15.8                 | Declined<br>Significantly      | Orange                                     | -42.6                     | -1.2                 | Maintained                    | --                                   | 24   | No Color                                    | 7.1                        | 59.7                  | Increased<br>Significantly     | Orange                                     | -40.9                     | 1.8                  | Maintained                    | --                                   |
| Students with<br>Disabilities  | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Red  | -96.3                     | 1.8                  | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Red  | -95.6                     | 0.7                  | Maintained                    | --                                   |
| Two or More Races  | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Green                                      | 24.3                      | -0.8                 | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Green                                      | 24.3                      | 0.0                  | Maintained                    | --                                   |
| White  | 0  | --  | --                         | --                    | --                             | Green                                      | 20.8                      | -1.2                 | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Green                                      | 19.2                      | -1.6                 | Maintained                    | --                                   |

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

| ELA Participation Rate By Student Group     |      |                                     |       |                              |                 |          |              |                |        |  |                                    |                               |                      |       |
|---|------|-------------------------------------|-------|------------------------------|-----------------|----------|--------------|----------------|--------|--|------------------------------------|-------------------------------|----------------------|-------|
|   | ALL  | American Indian or<br>Alaska Native | Asian | Black or African<br>American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian<br>or Pacific Islander | Socioeconomically<br>Disadvantaged | Students with<br>Disabilities | Two or More<br>Races | White |
| Percent of<br>students tested in<br>2023 ** | 100% | --                                  | --    | --                           | 100%            | --       | --           | 100%           | 100%   | --                                     | 100%                               | 100%                          | 100%                 | --    |
| Participation Rate<br>Met 2023 *            | Yes  | --                                  | --    | --                           | Yes             | --       | --           | Yes            | Yes    | --                                     | Yes                                | Yes                           | Yes                  | --    |
| Percent of<br>students tested in<br>2024    | 100% | 100%                                | --    | --                           | 100%            | 100%     | 100%         | --             | 100%   | --                                     | 100%                               | 100%                          | 100%                 | --    |
| Participation Rate<br>Met 2024              | Yes  | Yes                                 | --    | --                           | Yes             | Yes      | Yes          | --             | Yes    | --                                     | Yes                                | Yes                           | Yes                  | --    |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: [California School Dashboard Research data files.](#)

# Discovery Charter Preparatory #2

LAUSD Location Code: 8605

Region: North

Board District: 6

## Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

| Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|---|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| Student Group   | School 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison | School 2024 Number of Students with Scores | School 2024 Performance Level (color) | School 2024 Average DFS | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 Average DFS | State 2024 Change | State 2024 Change Level | School to State DFS Comparison |
| All Students  | 39   | Orange                                | -122.5                  | 22.5               | Increased Significantly  | Orange                               | -49.1                  | 2.6               | Maintained              | Lower                          | 42   | Green                                 | -55.1                   | 67.4               | Increased Significantly  | Orange                               | -47.6                  | 1.5               | Maintained              | Lower                          |
| American Indian or Alaska Native  | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -86.6                  | 0.7               | Maintained              | --                             |
| Asian   | 0  | --                                    | --                      | --                 | --                       | Blue                                 | 50.8                   | 2.3               | Maintained              | --                             | 0  | --                                    | --                      | --                 | --                       | Blue                                 | 49.5                   | -1.3              | Maintained              | --                             |
| Black or African American   | 0  | --                                    | --                      | --                 | --                       | Red                                  | -104.5                 | 2.6               | Maintained              | --                             | 0  | --                                    | --                      | --                 | --                       | Red                                  | -102.2                 | 2.4               | Maintained              | --                             |
| English Learner   | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -93.4                  | -1.4              | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -93.4                  | 0.0               | Maintained              | --                             |
| Filipino  | 0  | --                                    | --                      | --                 | --                       | Green                                | 7.4                    | 4.8               | Increased               | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Green                                | 10.4                   | 3.0               | Increased               | --                             |
| Foster Youth  | 0  | --                                    | --                      | --                 | --                       | Red                                  | -127.4                 | 1.4               | Maintained              | --                             | 0  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -125.1                 | 2.3               | Maintained              | --                             |
| Homeless Youth  | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             | 0  | --                                    | --                      | --                 | --                       | Red                                  | -106.0                 | -4.7              | Maintained              | --                             |
| Latino  | 38   | Orange                                | -131.5                  | 13.5               | Increased                | Orange                               | -80.8                  | 2.6               | Maintained              | Lower                          | 39   | Green                                 | -57.6                   | 73.9               | Increased Significantly  | Orange                               | -79.2                  | 1.6               | Maintained              | Higher                         |
| Long-Term English Learner   | --   | --                                    | --                      | --                 | --                       | --                                   | --                     | --                | --                      | Same                           | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -163.5                 | -0.4              | Maintained              | --                             |
| Native Hawaiian or Pacific Islander   | 0  | --                                    | --                      | --                 | --                       | Orange                               | -71.3                  | 0.0               | Maintained              | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -72.5                  | -1.2              | Maintained              | --                             |
| Socioeconomically Disadvantaged   | 19   | No Color                              | -138.9                  | 4.0                | Increased                | Yellow                               | -80.8                  | 3.2               | Increased               | --                             | 24   | No Color                              | -58.6                   | 80.4               | Increased Significantly  | Orange                               | -78.2                  | 2.6               | Maintained              | --                             |
| Students with Disabilities  | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -127.3                 | 5.5               | Increased               | --                             | 2  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -124.3                 | 2.9               | Maintained              | --                             |
| Two or More Races   | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -5.3                   | 2.1               | Maintained              | --                             |
| White   | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -11.1                  | 2.3               | Maintained              | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -10.3                  | 0.7               | Maintained              | --                             |

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

| Math Participation Rate By Student Group |      |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|--|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|  | ALL  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2023 **    | 100% | --                               | --    | --                        | 100%            | --       | --           | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | --    |
| Participation Rate Met 2023 *            | Yes  | --                               | --    | --                        | Yes             | --       | --           | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | --    |
| Percent of students tested in 2024       | 100% | 100%                             | --    | --                        | 100%            | 100%     | 100%         | --             | 100%   | --                                  | 100%                            | 100%                       | 100%              | --    |
| Participation Rate Met 2024              | Yes  | Yes                              | --    | --                        | Yes             | Yes      | Yes          | --             | Yes    | --                                  | Yes                             | Yes                        | Yes               | --    |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files.

# Discovery Charter Preparatory #2

LAUSD Location Code: 8605      Region: North      Board District: 6

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "---" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| Student Group  | 2023 School   |                                       |  |                    |                          | 2023 State                           |  |                   |                         | School to State ELPI Comparison | 2024 School   |                                       |  |                    |                          | 2024 State                           |  |                   |                         | School to State ELPI Comparison |
|  | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level |                                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2024 Change | State 2024 Change Level |                                 |
| English Learner  | 12  | No Color                              | 33.3%  | -33.3%             | Declined Significantly   | Yellow                               | 48.7%  | -1.6%             | Maintained              | --                              | 13  | No Color                              | 69.2%  | 35.9%              | Increased Significantly  | Orange                               | 45.7%  | -3.0%             | Declined                | --                              |
| Long-Term English Learner  | --  | --                                    | --   | --                 | --                       | --                                   | --   | --                | --                      | --                              | *   | No Color                              | --   | --                 | No Change Level          | Orange                               | 45.8%  | -3.9%             | Declined                | --                              |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2024                | 16                            | 16                           | 100%                          | Yes                    |
| 2023                | 14                            | 14                           | 100%                          | Yes                    |

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

| 2024 Student English Language Acquisition Results   |       |       |
|---|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School  |       |       |
| Discovery Charter Preparatory #2  |       | State |
| ELs Who Progressed at Least One ELPI Level  | 69.2% | 43.8% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 1.9%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 23.1% | 34.9% |
| ELs Who Decreased at Least One ELPI Level   | 7.7%  | 19.4% |

| 2023 Student English Language Acquisition Results   |       |       |
|---|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School  |       |       |
| Discovery Charter Preparatory #2  |       | State |
| ELs Who Progressed at Least One ELPI Level  | 33.3% | 46.4% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 41.7% | 32.7% |
| ELs Who Decreased at Least One ELPI Level   | 25.0% | 18.6% |

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.  
Data Sources: [California School Dashboard Research data files.](#)

# Discovery Charter Preparatory #2

LAUSD Location Code: 8605

Region: North

Board District: 6

## Academic Performance - College / Career

Graduates who meet specific College/Career Indicator (CCI) "prepared" criteria are include in the calculations of the CCI rate. For the 2023 Dashboard, the CCI will report the most current year data or "Status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| College / Career Academic Indicator - CA School Dashboard Indicator |                                |   |                          |  |                         |                                |  |                                       |   |                    |                          |                                      |  |                   |                         |                                |
|---|--------------------------------|---|--------------------------|--|-------------------------|--------------------------------|--|---------------------------------------|---|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|--------------------------------|
| Student Group   | Number of Students with Scores | School 2023 percentage of prepared students | School 2023 Status Level | State 2023 percentage of prepared students | State 2023 Status Level | School to State CCI Comparison | School 2024 Number of Students with Scores | School 2024 Performance Level (color) | School 2023 percentage of prepared students | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 percentage of prepared students | State 2024 Change | State 2024 Change Level | School to State DFS Comparison |
| All Students  | 64                             | 26.6%                                       | Low                      | 43.9%                                      | Medium                  | Lower                          | 44   | Yellow                                | 29.5%                                       | 3.0%               | Increased                | Yellow                               | 45.3%                                      | 1.4%              | Maintained              | Lower                          |
| American Indian or Alaska Native                                    | 0                              | --  | --                       | 26.5%                                      | Low                     | --                             | 0  | --                                    | --  | --                 | --                       | Yellow                               | 28.9%                                      | 2.4%              | Increased               | --                             |
| Asian   | 0                              | --  | --                       | 75.8%                                      | Very High               | --                             | 0  | --                                    | --  | --                 | --                       | Blue                                 | 74.5%                                      | -1.3%             | Maintained              | --                             |
| Black or African American   | *                              | --  | No Status Level          | 25.1%                                      | Low                     | --                             | 0  | --                                    | --  | --                 | --                       | Yellow                               | 28.1%                                      | 3.0%              | Increased               | --                             |
| English Learner   | *                              | --  | No Status Level          | 15.3%                                      | Low                     | --                             | *  | No Color                              | --  | --                 | No Change Level          | Orange                               | 17.2%                                      | 1.9%              | Maintained              | --                             |
| Filipino  | 0                              | --  | --                       | 65.2%                                      | High                    | --                             | 0  | --                                    | --  | --                 | --                       | Green                                | 67.7%                                      | 2.5%              | Increased               | --                             |
| Foster Youth  | 0                              | --  | --                       | 11.6%                                      | Low                     | --                             | 0  | --                                    | --  | --                 | --                       | Orange                               | 13.0%                                      | 1.4%              | Maintained              | --                             |
| Homeless Youth  | *                              | --  | No Status Level          | 20.4%                                      | Low                     | --                             | *  | No Color                              | --  | --                 | No Change Level          | Orange                               | 21.8%                                      | 1.3%              | Maintained              | --                             |
| Latino  | 62                             | 27.4%                                       | Low                      | 35.5%                                      | Medium                  | Lower                          | 43   | Orange                                | 27.9%                                       | 0.5%               | Maintained               | Yellow                               | 37.4%                                      | 1.8%              | Maintained              | Lower                          |
| Long-Term English Learner   | --                             | --  | --                       | --   | --                      | --                             | *  | No Color                              | --  | --                 | No Change Level          | Yellow                               | 16.5%                                      | 2.0%              | Maintained              | --                             |
| Native Hawaiian or Pacific Islander                                 | 0                              | --  | --                       | 33.1%                                      | Low                     | --                             | 0  | --                                    | --  | --                 | --                       | Orange                               | 34.6%                                      | 1.4%              | Maintained              | --                             |
| Socioeconomically Disadvantaged                                     | 53                             | 26.4%                                       | Low                      | 35.4%                                      | Medium                  | Lower                          | 36   | Yellow                                | 33.3%                                       | 6.9%               | Increased                | Yellow                               | 37.4%                                      | 1.9%              | Maintained              | Lower                          |
| Students with Disabilities  | 11                             | 9.1%  | Very Low                 | 12.3%                                      | Low                     | --                             | *  | No Color                              | --  | --                 | No Change Level          | Orange                               | 13.5%                                      | 1.1%              | Maintained              | --                             |
| Two or More Races   | 0                              | --  | --                       | 52.9%                                      | Medium                  | --                             | *  | No Color                              | --  | --                 | No Change Level          | Yellow                               | 53.7%                                      | 0.8%              | Maintained              | --                             |
| White   | *                              | --  | No Status Level          | 53.2%                                      | Medium                  | --                             | 0  | --                                    | --  | --                 | --                       | Yellow                               | 54.3%                                      | 1.1%              | Maintained              | --                             |

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

[Data Sources: California School Dashboard Research data files.](#)

# Discovery Charter Preparatory #2

LAUSD Location Code: 8605

Region: North

Board District: 6

## Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| Suspension Rate Indicator - CA School Dashboard Indicator |                    |                                       |  |                    |                          |                                      |   |                   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| Student Group   | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2024 Performance level (color) | School 2024 Percentage of Students suspended at least once | School 2024 Change | School 2024 Change Level | State 2024 Performance level (color) | State 2024 Percentage of Students suspended at least once | State 2024 Change | State 2024 Change Level | School to State Suspensions Comparison |
| All Students  | 212                | Blue                                  | 0.5%   | -2.7%              | Declined Significantly   | Orange                               | 3.5%  | 0.4%              | Increased               | Lower   | 224                | Blue                                  | 0.0%   | -0.5%              | Declined                 | Green                                | 3.2%  | -0.3%             | Declined                | Lower                                  |
| American Indian or Alaska Native                          | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 7.0%  | -0.4%             | Declined                | --                                     |
| Asian   | 0                  | --                                    | --   | --                 | --                       | Green                                | 1.1%  | 0.2%              | Maintained              | --  | 0                  | --                                    | --   | --                 | --                       | Blue                                 | 1.0%  | 0.0%              | Maintained              | --                                     |
| Black or African American                                 | 0                  | --                                    | --   | --                 | --                       | Red                                  | 8.8%  | 0.9%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 8.4%  | -0.4%             | Declined                | --                                     |
| English Learner   | 16                 | No Color                              | 0.0%   | -5.6%              | Declined                 | Orange                               | 3.7%  | 0.5%              | Increased               | --  | 19                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 3.4%  | -0.3%             | Declined                | --                                     |
| Filipino  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 1.3%  | 0.1%              | Maintained              | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 1.2%  | -0.1%             | Maintained              | --                                     |
| Foster Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 13.2%   | -0.4%             | Declined                | --                                     |
| Homeless Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 5.7%  | -0.8%             | Declined                | --                                     |
| Latino  | 207                | Blue                                  | 0.5%   | -2.9%              | Declined Significantly   | Orange                               | 3.8%  | 0.5%              | Increased               | Lower   | 217                | Blue                                  | 0.0%   | -0.5%              | Declined                 | Green                                | 3.4%  | -0.4%             | Declined                | Lower                                  |
| Long-Term English Learner                                 | --                 | --                                    | --   | --                 | --                       | --                                   | --  | --                | --                      | --  | 13                 | No Color                              | 0.0%   | --                 | No Change Level          | Orange                               | 8.1%  | -0.9%             | Declined                | --                                     |
| Native Hawaiian or Pacific Islander                       | 0                  | --                                    | --   | --                 | --                       | Orange                               | 4.9%  | 0.4%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Green                                | 4.4%  | -0.5%             | Declined                | --                                     |
| SocioeconomicMRY Disadvantaged                            | 135                | Green                                 | 0.7%   | -1.7%              | Declined                 | Orange                               | 4.5%  | 0.5%              | Increased               | Lower   | 130                | Blue                                  | 0.0%   | -0.7%              | Declined                 | Green                                | 4.0%  | -0.5%             | Declined                | Lower                                  |
| Students with Disabilities                                | 22                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | --  | 35                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Yellow                               | 5.4%  | -0.5%             | Declined                | Lower                                  |
| Two or More Races   | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 3.3%  | 0.4%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 3.0%  | -0.3%             | Declined                | --                                     |
| White   | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 2.9%  | 0.2%              | Maintained              | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 2.6%  | 0.3%              | Declined                | --                                     |

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

Data Sources: [California School Dashboard Research data files 2023](#)



# Discovery Charter Preparatory #2

LAUSD Location Code: 8605

Region: North

Board District: 6

## Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2023 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2023) as well as students from the prior cohort (Class of 2022) who graduated in their fifth year of high school in 2022-23. Current and prior year data is compared to see whether a school made improvement (i.e., had a higher rate of graduation in 2023 than it did in 2022) or experienced a decline. Results will fall into one of five levels, ranging from "Increased Significantly" to "Declined Significantly." Combining current year data and its comparison with prior year data, will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| Graduation Rate Indicator - CA School Dashboard Indicator |                    |                                       |  |                    |                          |                                      |   |                   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |   |
|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|
| Student Group   | Number of Students | School 2023 Performance Level (color) | School 2023 Percentage of graduated students | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Percentage of graduated students | State 2023 Change | State 2023 Change Level | School to State Graduated Students Comparison | Number of Students | School 2024 Performance Level (color) | School 2024 Percentage of graduated students | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 Percentage of graduated students | State 2024 Change | State 2024 Change Level | School to State Graduated Students Comparison |
| All Students  | 65                 | Yellow                                | 81.5%  | -0.5%              | Maintained               | Orange                               | 86.4%                                       | 1.0%              | Declined                | Higher  | 44                 | Green                                 | 90.9%  | 9.4%               | Increased Significantly  | Yellow                               | 86.7%                                       | 0.3%              | Maintained              | Higher  |
| American Indian or Alaska Native                          | 0                  | --                                    | --   | --                 | --                       | Orange                               | 79.6%                                       | -0.1%             | Maintained              | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 80.1%                                       | 0.5%              | Maintained              | --  |
| Asian   | 0                  | --                                    | --   | --                 | --                       | Green                                | 94.5%                                       | -0.7%             | Maintained              | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 92.2%                                       | -2.3%             | Declined                | --  |
| Black or African American                                 | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 78.5%                                       | 1.0%              | Declined                | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 79.1%                                       | 0.6%              | Maintained              | --  |
| English Learner   | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 73.5%                                       | 0.2%              | Maintained              | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 77.9%                                       | 4.4%              | Increased               | --  |
| Filipino  | 0                  | --                                    | --   | --                 | --                       | Green                                | 94.7%                                       | -0.8%             | Maintained              | --  | 0                  | --                                    | --   | --                 | --                       | Blue                                 | 95.2%                                       | 0.6%              | Maintained              | --  |
| Foster Youth  | 0                  | --                                    | --   | --                 | --                       | Red                                  | 63.2%                                       | -0.8%             | Maintained              | --  | 0                  | --                                    | --   | --                 | --                       | Red                                  | 65.7%                                       | 2.5%              | Increased               | --  |
| Homeless Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 73.7%                                       | -0.7%             | Maintained              | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 75.7%                                       | 2.0%              | Increased               | --  |
| Latino  | 63                 | Green                                 | 82.5%  | 2.0%               | Increased                | Orange                               | 84.2%                                       | 1.0%              | Declined                | Higher  | 43                 | Green                                 | 90.7%  | 8.2%               | Increased Significantly  | Green                                | 85.3%                                       | 1.1%              | Increased               | Higher  |
| Long-Term English Learner                                 | --                 | --                                    | --   | --                 | --                       | --                                   | --  | --                | --                      | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 80.8%                                       | 2.4%              | Increased               | --  |
| Native Hawaiian or Pacific Islander                       | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 84.6%                                       | -0.7%             | Maintained              | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 83.1%                                       | -1.4%             | Declined                | --  |
| Socioeconomically Disadvantaged                           | 54                 | Orange                                | 81.5%  | -2.3%              | Declined                 | Orange                               | 83.7%                                       | 1.4%              | Declined                | Higher  | 36                 | Green                                 | 88.9%  | 7.4%               | Increased Significantly  | Yellow                               | 84.4%                                       | 0.8%              | Maintained              | Higher  |
| Students with Disabilities                                | 12                 | No Color                              | 91.7%  | --                 | No Change Level          | Orange                               | 72.7%                                       | 2.5%              | Declined                | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 74.4%                                       | 1.7%              | Increased               | --  |
| Two or More Races   | 0                  | --                                    | --   | --                 | --                       | Orange                               | 88.6%                                       | 1.0%              | Declined                | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 88.3%                                       | -0.3%             | Maintained              | --  |
| White   | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 89.8%                                       | 1.0%              | Declined                | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 89.2%                                       | -0.6%             | Maintained              | --  |

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

Data Sources: [California School Dashboard Research data files 2023](#)

## ATTACHMENT C

### Discovery Charter Preparatory #2

#### Academic Performance Medians- English Language Arts

This report shows the performance levels for state indicators, English Language Arts and Math, for all applicable student groups. It also shows the current year (status, DFS) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash '--' means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

| Discovery Charter Preparatory #2 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  | 64                             | Low                  | -41.2         | 874   | Very Low                             | -53.1                         | Higher  |
| Latino  | 64                             | Low                  | -41.2         | 841   | Very Low                             | -51.5                         | Higher  |
| Socioeconomically Disadvantaged   | 44                             | Low                  | -36.8         | 816   | Very Low                             | -56.2                         | Higher  |

Data Sources: California School 2022 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

| Discovery Charter Preparatory #2 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  | 39                             | Orange        | -39.6         | 1,043   | Yellow                        | -15.1                         | Lower   |
| Latino  | 38                             | Red           | -47.7         | 937   | Yellow                        | -23.6                         | Lower   |

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

| Discovery Charter Preparatory #2 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  | 42                             | Green         | 12.0          | 647   | Orange                        | -17.3                         | Higher  |
| Latino  | 39                             | Green         | 12.1          | 588   | Orange                        | -38.5                         | Higher  |

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

## Academic Performance Medians- Math

| Discovery Charter Preparatory #2 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator |                                |                      |               |   |                                      |                               |   |
|--|--------------------------------|----------------------|---------------|---|--------------------------------------|-------------------------------|---|
| Student Group  | Number of Students with Scores | Charter Status Level | Charter (DFS) | Resident Schools Number of Students with Scores | Resident Schools Median Status Level | Resident Schools Median (DFS) | Charter to Resident Schools Median Comparison (DFS) |
| All Students   | 64                             | Very Low             | -145.0        | 880   | Very Low                             | -141.2                        | Lower   |
| Latino   | 64                             | Very Low             | -145.0        | 846   | Very Low                             | -142.3                        | Lower   |
| Socioeconomically Disadvantaged  | 44                             | Very Low             | -142.9        | 821   | Very Low                             | -146.2                        | Higher  |

Data Sources: California School 2022 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

| Discovery Charter Preparatory #2 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator |                                |               |               |   |                               |                               |   |
|--|--------------------------------|---------------|---------------|---|-------------------------------|-------------------------------|---|
| Student Group  | Number of Students with Scores | Charter Color | Charter (DFS) | Resident Schools Number of Students with Scores | Resident Schools Median Color | Resident Schools Median (DFS) | Charter to Resident Schools Median Comparison (DFS) |
| All Students   | 39                             | Orange        | -122.5        | 1,046   | Yellow                        | -117.4                        | Lower   |
| Latino   | 38                             | Orange        | -131.5        | 940   | Orange                        | -120.6                        | Lower   |

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

| Discovery Charter Preparatory #2 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator |                                |               |               |   |                               |                               |   |
|--|--------------------------------|---------------|---------------|---|-------------------------------|-------------------------------|---|
| Student Group  | Number of Students with Scores | Charter Color | Charter (DFS) | Resident Schools Number of Students with Scores | Resident Schools Median Color | Resident Schools Median (DFS) | Charter to Resident Schools Median Comparison (DFS) |
| All Students   | 42                             | Green         | -55.1         | 644   | Orange                        | -123.5                        | Higher  |
| Latino   | 39                             | Green         | -57.6         | 585   | Orange                        | -123.9                        | Higher  |

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

## Academic Performance Medians- College / Career Indicator

Graduates who meet specific College/Career Indicator (CCI) “prepared” criteria are include in the calculations of the CCI rate. For the 2023 Dashboard, the CCI will report the most current year data or “Status only”. Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash '--' means that data is not currently available.

| Discovery Charter Preparatory #2 2022-2023 College / Career Academic Indicator Medians - CA School Dashboard Indicator |                                 |   |                      |   |   |                                      |   |
|--|---------------------------------|---|----------------------|---|---|--------------------------------------|---|
| Student Group  | Number of Student s with Scores | Charter Percentage of Prepared Students | Charter Status Level | Resident Schools Number of Students with Scores | Resident Schools Median Percentage of Prepared Students | Resident Schools Median Status Level | Charter to Resident Schools Median Comparison |
| All Students   | 64                              | 26.6%                                   | Low                  | 982   | 51.6%   | Medium                               | Lower   |
| Latino   | 62                              | 27.4%                                   | Low                  | 946   | 51.1%   | Medium                               | Lower   |
| Socioeconomically Disadvantaged  | 53                              | 26.4%                                   | Low                  | 933   | 50.5%   | Medium                               | Lower   |

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

| Discovery Charter Preparatory #2 2023-2024 College / Career Academic Indicator Medians - CA School Dashboard Indicator |                    |                                   |   |                             |                               |   |   |
|--|--------------------|-----------------------------------|---|-----------------------------|-------------------------------|---|---|
| Student Group  | Number of students | Charter Performance Level (color) | Charter Percentage of prepared students | Resident Number of students | Resident Schools Median Color | Resident Median Percentage of prepared students | Charter to Resident Schools Median Comparison |
| All Students   | 44                 | Yellow                            | 29.5%                                   | 677                         | Green                         | 45.2%   | Lower   |
| Latino   | 43                 | Orange                            | 27.9%                                   | 589                         | Yellow                        | 44.8%   | Lower   |
| Socioeconomically Disadvantaged  | 36                 | Yellow                            | 33.3%                                   | 632                         | Yellow                        | 44.2%   | Lower   |

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



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)

DISCOVERY CHARTER PREPARATORY 2

BOARD OF EDUCATION REPORT 192 – 24/25

February 11, 2025

### I. Category of Proposed Action:

The proposed action would renew the charter for five (5) years, beginning July 1, 2025 until June 30, 2030 to serve up to 350 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 Discovery Charter Preparatory 2 for five (5) years beginning July 1, 2025 until June 30, 2030.

### IV. Effects of This Proposal:

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

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

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

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

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

PREPARED BY:

MARLA WILLMOTT  
Administrative Coordinator  
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III  
Executive Director  
Student Integration Services

[Return to Order of Business](#)

# TAB 18





## Board of Education Report

File #: Rep-193-24/25, Version: 1  
In Control: Charter Schools Division

Agenda Date: 2/11/2025

### Approval of the Renewal Petition for Montague Charter Academy for the Arts and Sciences [PUBLIC HEARING]

Charter Schools Division

#### Brief Description:

(Approval of the Renewal Petition for Montague Charter Academy for the Arts and Sciences) - [PUBLIC HEARING] Recommends approval of the renewal petition for Montague Charter Academy for the Arts and Sciences, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 955 students in grades TK-5 in each year of the charter term.

#### Action Proposed:

Approve the renewal petition for Montague Charter Academy for the Arts and Sciences (“Charter School”), located in Board District 6 and Region North, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve to up 955 students in grades TK-5 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. The school’s renewal petition includes a reduction of enrollment capacity from 994 to 955.

#### Background:

Montague Charter Academy for the Arts and Sciences is a TK-5 school currently serving 843 students on a private facility at 13000 Montague St., Pacoima, CA, 91331 in Board District 6 and Region North. Montague Charter Academy for the Arts and Sciences was originally approved by the LAUSD Board of Education on July 15, 1996. 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 Montague Charter Academy for the Arts and Sciences expires June 30, 2025.

On November 14, 2024, Montague Charter Academy for the Arts and Sciences 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 February 12, 2025.

An initial Public Hearing was held on December 10, 2024.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

#### Due Diligence:

Current Montague Charter Academy for the Arts and Sciences governing board members completed



questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A due diligence review of the charter school and its governing organization, school leader, and financial manager, was performed by the Office of the Inspector General.

#### Statutory Framework and Criteria for Renewal:

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

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

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

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

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

#### Expected Outcomes:

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

#### Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2025.

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

The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 193, 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.

#### Equity Impact:

Not applicable

#### Issues and Analysis:

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

#### Attachments:

- Attachment A - Staff Assessment and Recommendation Report
- Attachment B - Montague Charter Academy for the Arts and Sciences Data Set
- Attachment C - Verified Data Reports
- Attachment D - Desegregation Impact Statement

Budget and Petition will be available prior to the board meeting at the following link:

[<[https://drive.google.com/drive/folders/1DepfSv26ifX4YVc3Z0Nazg0\\_RdEl7\\_2l?usp=drive\\_link%5d](https://drive.google.com/drive/folders/1DepfSv26ifX4YVc3Z0Nazg0_RdEl7_2l?usp=drive_link%5d)>]

#### Submitted:

01/22/25, Revision #1

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

File #: Rep-193-24/25, Version: 1  
In Control: Charter Schools Division

Agenda Date: 2/11/2025

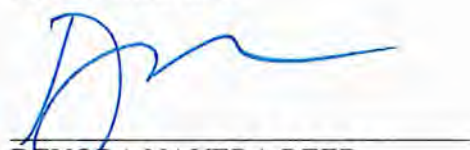
**RESPECTFULLY SUBMITTED,**

  
ALBERTO M. CARVALHO  
Superintendent

**APPROVED & PRESENTED BY:**

  
VERONICA ARREGUIN  
Chief Strategy Officer  
Office of the Chief Strategy Officer

**REVIEWED BY:**

  
DEVORA NAVERA REED  
General Counsel

✓ Approved as to form.

**APPROVED & PRESENTED BY:**

  
JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

**REVIEWED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

# STAFF ASSESSMENT AND RECOMMENDATION REPORT

## RENEWAL PETITION

Board of Education Report 193-24/25  
February 11, 2025

|  |  |   |  |
|--|--|---|--|
| School Name:   | Montague Charter Academy for the Arts and Sciences |   | BOARD IS<br>REQUIRED TO<br>TAKE ACTION<br>BY:<br><br>February 12, 2025 |
| Type of Charter School:                                      | Conversion Independent Charter School              |   |  |
| Charter Operator   | Montague Charter Academy for the Arts and Sciences |   |  |
| Location Code:   | 5370   |   |  |
| Type of Site(s):   | Sole Occupant Agreement                            |   |  |
| Site Address(es):  | 13000 Montague Street, Pacoima, CA 91331           |   |  |
| Board District(s):   | 6  | Region(s):                              | North  |
| Grade Levels Served:   | TK-5   | Current Enrollment:                     | 843  |
| Grade Levels Authorized in Current Charter:                  | TK-5   | Approved Enrollment in Current Charter: | 994 (see proposed change in “Action Proposed” below)                   |
| CONSIDERATION:   | Renewal  |   |  |
| CDE PERFORMANCE CATEGORY:<br>(PER CDE’S 2024 CLASSIFICATION) | Middle Performing                                  |   |  |
| STAFF RECOMMENDATION:  | Approval for a five (5)-year term (2025-2030)      |   |  |
| PROPOSED BENCHMARKS:   | None   |   |  |

## STAFF ASSESSMENT

### I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Montague Charter Academy for the Arts and Sciences (“MCA” or “Charter School”), located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 955 students in grades TK-5 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 994 students to 955 students to align with its enrollment projections based on the enrollment trends in the current term.

### II. RENEWAL REQUIREMENTS

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

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

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)  
**These criteria have been determined not to be bases for denial.**
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?  
**These criteria have been determined not to be bases for denial.**
- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)  
**These criteria have been determined not to be bases for denial.**

### **Charter Petition Requirement:**

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

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

## **III. GENERAL SCHOOL INFORMATION**

### **A. School History**

|                               |  |
|-------------------------------|--|
|                               | <b>Montague Charter Academy for the Arts and Sciences</b>  |
| <b>Initial Authorization:</b> | On July 15, 1996, Montague Charter Academy for the Arts and Sciences (formerly named Montague Charter Academy) was authorized by the LAUSD Board of Education to serve students in grades K-5. |

|  | <b>Montague Charter Academy for the Arts and Sciences</b>  |
|--|--|
| <b>Most Recent Renewal</b>                             | <p>The charter was renewed on February 14, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 994 students in grades TK-5.</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 Montague Charter Academy for the Arts and Sciences expires June 30, 2025.</p>   |
| <b>Approved Material Revisions of Current Charter:</b> | Not applicable   |
| <b>Board Benchmarks in Current Charter Term:</b>       | <p>On February 14, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following fiscal benchmarks to Montague Charter Academy for the Arts and Sciences:</p> <p>MCA's Governing Board and Executive Team will provide the following items and notify CSD upon implementation of each:</p> <ul style="list-style-type: none"> <li>♦ Annually (by June 30) -<br/>As approved by MCA's Board on January 3, 2017, starting from FY 2016-2017, MCA will make appropriate annual contributions to fund its OPEB obligation. The annual contribution amount may change subject to the further actuarial analysis and Board resolutions.</li> <li>♦ Annually (by December 31) -<br/>A remeasurement of OPEB plan liabilities will be completed at least annually (ASC 715) taking into account changes in assumptions, plan provisions, and census data as appropriate to the extent that failing to reflect such change would materially impact the results.</li> <li>♦ Quarterly (by the close of the quarterly month), beginning March 31, 2017 -<br/>MCA will continue to operate a balanced budget with positive operational net income approved by the Board.</li> <li>♦ Monthly, beginning March 2017 -<br/>MCA will provide CSD and MCA's Board of Directors monthly financial reports (including variances between</li> </ul> |



|  |  |
|--|--|
|  | <b>Montague Charter Academy for the Arts and Sciences</b>  |
| <b>Board Benchmarks in Current Charter Term: (cont.)</b>               | budgets vs. actuals and relevant explanations) for oversight.<br><br>Please see the “Additional Information” section below.  |
| <b>Submission of Renewal Petition Application:</b>                     | Montague Charter Academy for the Arts and Sciences submitted its renewal petition application on November 14, 2024. The 90-day statutory timeline for Board action on the petition runs through February 12, 2025. |
| <b>Concurrent Request for Material Revision:</b>                       | Not applicable   |
| <b>Master Plan for English Learners and Standard English Learners:</b> | Montague Charter Academy for the Arts and Sciences implements its own Master Plan for English Learners and Standard English Learners.  |
| <b>Special Education SELPA</b>   | Montague Charter Academy for the Arts and Sciences participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.   |

#### **B. Charter School Operator**

MCA is operated by Montague Charter Academy for the Arts and Sciences, a California nonprofit public benefit corporation that does not operate other LAUSD-authorized charter schools

### **IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

#### **a. Summary**

MCA has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year’s progress in each year in school, and/or strong postsecondary outcomes, as applicable. The charter school has attained measurable increases in academic achievement schoolwide and for numerically significant student groups. Please see the attached Montague Charter Academy for the Arts and Sciences Data Set.

#### **b. Measurements of Academic Performance on the California School Dashboard**

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below,

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

### Montague Charter Academy for the Arts and Sciences Dashboard Indicators

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

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

#### 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 all four numerically significant student groups. In 2023 in ELA, the charter school's DFS was lower than the state for All Students and higher than the state for all four numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students and higher than the state for three of four numerically significant student groups.

### Montague Charter Academy for the Arts and Sciences - 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           | -28.9             | Low         | -12.2           | Lower                             |
| Latino                          | Met                        | Low           | -29.7             | Low         | -38.6           | Higher                            |
| English Learner                 | Met                        | Low           | -38.2             | Low         | -61.2           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Low           | -33.9             | Low         | -41.4           | Higher                            |
| Students with Disabilities      | Met                        | Very Low      | -97.1             | Very Low    | -97.3           | Higher                            |

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

### Montague Charter Academy for the Arts and Sciences - 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        | -36.8             | -7.9           | Orange      | -13.6           | Lower                             |
| Latino        | Met                        | Orange        | -37.4             | -7.8           | Orange      | -40.2           | Higher                            |

| Student Group                   | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|-------------|-----------------|-----------------------------------|
| English Learner                 | Met                        | Orange        | -61.5             | -23.3          | Orange      | -67.7           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Orange        | -42.2             | -8.3           | Orange      | -42.6           | Higher                            |
| Students with Disabilities      | Met                        | Orange        | -82.7             | 14.5           | Red         | -96.3           | Higher                            |

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

### Montague Charter Academy for the Arts and Sciences - English Language Arts Indicator - 2023-2024

| Student Group                   | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|-------------|-----------------|-----------------------------------|
| All Students                    | Met                        | Orange        | -35.6             | 1.2            | Orange      | -13.2           | Lower                             |
| English Learner                 | Met                        | Yellow        | -53.7             | 7.8            | Orange      | -67.6           | Higher                            |
| Latino                          | Met                        | Orange        | -35.7             | 1.7            | Orange      | -39.3           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Orange        | -41.5             | 0.7            | Orange      | -40.9           | Lower                             |
| Students with Disabilities      | Met                        | Red           | -94.1             | -11.4          | Red         | -95.6           | 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 higher than the state for All Students and higher than the state for all four numerically significant student groups. In 2023 in Math, the charter school's DFS was higher than the state for All Students and higher than the state for all four numerically significant student groups. In 2024 in Math, the charter school's DFS was higher than the state for All Students and higher than the state for all four numerically significant student groups.

### Montague Charter Academy for the Arts and Sciences - 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           | -48.8              | Low         | -51.7            | Higher                            |
| Latino                          | Met                        | Low           | -49.5              | Low         | -83.4            | Higher                            |
| English Learner                 | Met                        | Low           | -56.6              | Low         | -92.0            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Low           | -53.9              | Low         | -84.0            | Higher                            |
| Students with Disabilities      | Met                        | Very Low      | -115.2             | Very Low    | -130.8           | Higher                            |

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

### Montague Charter Academy for the Arts and Sciences - 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) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|---------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Yellow</b> | <b>-38.7</b>       | <b>10.1</b>    | <b>Orange</b> | <b>-49.1</b>     | <b>Higher</b>                     |
| Latino                          | Met                        | Yellow        | -38.0              | 11.5           | Orange        | -80.8            | Higher                            |
| English Learner                 | Met                        | Yellow        | -52.1              | 4.5            | Orange        | -93.4            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Yellow        | -44.4              | 9.5            | Yellow        | -80.8            | Higher                            |
| Students with Disabilities      | Met                        | Yellow        | -63.2              | 52.0           | Orange        | -127.3           | Higher                            |

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

### Montague Charter Academy for the Arts and Sciences - 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) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|---------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Yellow</b> | <b>-34.7</b>       | <b>4.0</b>     | <b>Orange</b> | <b>-47.6</b>     | <b>Higher</b>                     |
| English Learner                 | Met                        | Orange        | -49.5              | 2.6            | Orange        | -93.4            | Higher                            |
| Latino                          | Met                        | Orange        | -35.3              | 2.7            | Orange        | -79.2            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Yellow        | -41.3              | 3.1            | Orange        | -78.2            | Higher                            |
| Students with Disabilities      | Met                        | Orange        | -94.2              | -31.0          | Red           | -124.3           | 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 Status Level of Medium was the same as the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Orange was lower than the state's color of Yellow. The charter school's English Learner Progress Rate was lower than the state's rate. In 2024 on the ELPI, the charter school's performance color of Green was higher than the state's color of Orange. The charter school's English Learner Progress Rate was higher than the state's rate.

**Montague Charter Academy for the Arts and Sciences - English Learner Progress  
Indicator - 2021-2022**

| Student Group   | Charter ELPAC Participation Rate | Charter Level | Charter EL Progress Rate | State Level | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | Medium        | 54.4%                    | Medium      | 50.3%                  | Higher                      |

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

**Montague Charter Academy for the Arts and Sciences - English Learner Progress  
Indicator - 2022-2023**

| Student Group   | Charter ELPAC Participation Rate | Charter Color | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | Orange        | 48.4%                    | -6.0%          | Yellow      | 48.7%                  | Lower                       |

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

**Montague Charter Academy for the Arts and Sciences - English Learner Progress  
Indicator - 2023-2024**

| Student Group   | Charter ELPAC Participation Rate | Charter Color | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | Green         | 54.7%                    | 6.3%           | 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 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students and for all five numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, but lower than the state for three of four numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students and two of four numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

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

k. Reclassification Rates

As of the writing of this report, reclassification data for 2021-2022, 2022-2023, and 2023-2024 have not been published by the state.

l. Additional Information

Benchmark 1:

Annually (by June 30) -

As approved by MCA’s Board on January 3, 2017, starting from FY 2016-2017, MCA will make appropriate annual contributions to fund its OPEB obligation. The annual contribution amount may change subject to the further actuarial analysis and Board resolutions.

Benchmark 1 was met. MCA has made annual contributions to fund its OPEB obligation per Charter School’s funding analysis performed by its actuary.

Benchmark 2:

Annually (by December 31) -

A remeasurement of OPEB plan liabilities will be completed at least annually (ASC 715) taking into account changes in assumptions, plan provisions, and census data as appropriate to the extent that failing to reflect such change would materially impact the results.

Benchmark 2 was met. MCA has updated its OPEB liabilities in accordance with its annual Account Standards Codification (ASC) 715 reports prepared by its actuary.

Benchmark 3:

Quarterly (by the close of the quarterly month), beginning March 31, 2017 - MCA will continue to operate a balanced budget with positive operational net income approved by the Board.

Benchmark 3 was met.

Benchmark 4:

Monthly, beginning March 2017 -

MCA will provide CSD and MCA’s Board of Directors monthly financial reports (including variances between budgets vs. actuals and relevant explanations) for oversight.

Benchmark 4 was met.

## 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 MCA’s outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Accomplished</i>          |
| Concerns                   | No unresolved issues pending |

b. Student Achievement and Educational Performance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

c. Organizational Management, Programs, and Operations

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

d. Fiscal Operations

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

## VI. VERIFIED DATA

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

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education (SBE) established criteria to define verified data and identified an approved list of valid and reliable assessments. Charter schools submitting verified data must adhere to the state-approved criteria.



**ELA**

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2020-2021, 2021-2022, 2022-2023, and 2023-2024 (“Final Diagnostic”) for All Students and for the following student groups<sup>1</sup>: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 800 students were assessed in Reading and 811 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 112%. Per the California SBE May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets<sup>2</sup> to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Reading in 2023-2024.

As seen in the table below, Charter School provided the most recent data for four student groups and all four student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

| <b>i-Ready Diagnostic Growth Reading 2023-2024</b> |                                  |                              |  |                            |
|--|----------------------------------|------------------------------|--|----------------------------|
| <b>Student Groups</b>                              | <b>Number of Students Tested</b> | <b>i-Ready Growth Target</b> | <b>Reading: Progress to Annual Typical Growth (Median)</b> | <b>One Year’s Progress</b> |
| All Students Grades K-5                            | 800                              | Grades K-5: 75%              | 112%   | Met                        |

<sup>1</sup> Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

<sup>2</sup> In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

|  |     |                 |      |     |
|--|-----|-----------------|------|-----|
| English Learner                                    | 297 | Grades K-5: 75% | 105% | Met |
| Latino   | 768 | Grades K-5: 75% | 112% | Met |
| <b>i-Ready Diagnostic Growth Reading 2023-2024</b> |     |                 |      |     |
| Socioeconomically Disadvantaged                    | 664 | Grades K-5: 75% | 110% | Met |
| Students with Disabilities                         | 135 | Grades K-5: 75% | 118% | Met |

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

Charter School also submitted verified data using i-Ready for the 2020-2021, 2021-2022, and 2022-2023 school years. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School did not meet the one year's progress for All Students or for any of the school's four student groups in 2020-2021 and 2021-2022. Charter School met the one year's progress for All Students and for three of the school's four student groups in Reading in 2022-2023.

## MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2020-2021, 2021-2022, 2022-2023, and 2023-2024 ("Final Diagnostic") for All Students and for the following student groups<sup>3</sup>: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 800 students were assessed in Math and 811 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 95%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median Progress to Typical Growth targets<sup>4</sup> to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error,

<sup>3</sup> Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

<sup>4</sup> i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

have exhibited sufficient growth,” Charter School met for All Students in Math in 2023-2024.

As seen in the table below, Charter School provided the most recent data for four student groups and all four student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

| Student Groups                  | i-Ready Diagnostic Growth Math 2023-2024 |                       |  |                     |
|---------------------------------|--|-----------------------|--|---------------------|
|                                 | Number of Students Tested                | i-Ready Growth Target | Math: Progress to Annual Typical Growth (Median) | One Year’s Progress |
| All Students Grades K-5         | 800                                      | Grades K-5: 80%       | 95%  | Met                 |
| English Learner                 | 297                                      | Grades K-5: 80%       | 92%  | Met                 |
| Latino                          | 768                                      | Grades K-5: 80%       | 96%  | Met                 |
| Socioeconomically Disadvantaged | 664                                      | Grades K-5: 80%       | 94%  | Met                 |
| Students with Disabilities      | 136                                      | Grades K-5: 80%       | 93%  | Met                 |

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

Charter School also submitted verified data using i-Ready for the 2020-2021, 2021-2022, and 2022-2023 school years. Based on i-Ready’s prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School did not meet the one year’s progress for All Students or for any of the school’s four student groups in Math in 2020-2021, 2021-2022, or 2022-2023.

Based on the review and consideration of verified data, Charter School included four years of data, including schoolwide and student group reports (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2020-2021, 2021-2022, 2022-2023, and 2023-2024, Charter School appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

## VII. FISCAL MANAGEMENT AND PERFORMANCE

### a. Fiscal Condition

Montague Charter Academy for the Arts and Sciences’ fiscal condition is positive since the 2019-2020 fiscal year.

|                     | 2019-2020<br>(Audited<br>Actuals) | 2020-2021<br>(Audited<br>Actuals) | 2021-2022<br>(Audited<br>Actuals) | 2022-2023<br>(Audited<br>Actuals) | 2023-2024<br>(Audited<br>Actuals) |
|---------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Net Assets          | \$563,375                         | \$1,463,265                       | \$4,668,724                       | \$7,338,538                       | \$7,046,800                       |
| Net<br>Income/Loss  | \$51,046                          | \$899,890                         | \$3,205,459                       | \$2,669,814                       | (\$291,738) <sup>1</sup>          |
| Transfers<br>In/Out | \$0                               | \$0                               | \$0                               | \$0                               | \$0                               |

|                                 | 2019-2020<br>(Audited<br>Actuals) | 2020-2021<br>(Audited<br>Actuals) | 2021-2022<br>(Audited<br>Actuals) | 2022-2023<br>(Audited<br>Actuals) | 2023-2024<br>(Audited<br>Actuals) |
|---------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Prior Year<br>Adjustment(s)     | \$0                               | \$0                               | \$0                               | \$0                               | \$0                               |
| Norm<br>Enrollment <sup>2</sup> | 816                               | 820                               | 838                               | 834                               | 835                               |

<sup>1</sup> As summarized in the financial highlights table above, there is an approximately \$3M decline in net income in Fiscal Year 2023-2024. Charter School reported a net income of \$2,669,814 for Fiscal Year 2022-2023, compared to a net loss of (\$291,738) for Fiscal Year 2023-2024. According to MCA, the significant variance is primarily attributed to OPEB adjustments based on the estimated net OPEB liability according to the annual actuarial reports for the respective school years: a net \$2.1M revenue recorded in Fiscal Year 2022-2023 and a net \$503K expense recorded in Fiscal Year 2023-2024, along with higher payroll expenses in Fiscal Year 2023-2024 due to bargaining agreements. Excluding the OPEB-related expenses (non-cash in nature), the school would have projected an operational surplus for Fiscal Year 2023-2024.

<sup>2</sup> MCA reported 843 Norm Enrollment for Fiscal Year 2024-2025. Charter School proposes to decrease its enrollment capacity to 955 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.

#### 2023-2024 Independent Audit Report

Audit Opinion: Unmodified/Unqualified

Material Weaknesses: None Reported

Deficiencies/Findings: None Reported

Lack of a Going Concern: None Reported

#### b. Other Significant Fiscal Information

MCA provides its employees with OPEB. According to MCA's most current actuarial report and independent audit report for the 2023-2024 school year, the school had a net defined benefit plan liability of \$1,425,240.

As noted above, MCA has met all the LAUSD approved fiscal benchmarks in the operative charter.

# ATTACHMENT B

## Montague Charter Academy

### Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "---" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

| ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                          |                                     |                                     |                         |                          |                        |                         |                                |                                     |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|--|----|---------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|-------------------------------------|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG   | BD | Location Code | School                   | Student Group                       | 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| N  | 6  | 5370          | Montague Charter Academy | All Students                        | 367                                 | -28.9                   | Low                      | -12.2                  | Low                     | Lower                          | 376                                 | Orange                                | -36.8                   | -7.9               | Declined                 | Orange                               | -13.6                  | -1.4              | Maintained              | Lower                          |
|  |    |               |                          | American Indian or Alaska Native    | *                                   | -                       | No Performance Level     | -49.3                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -47.9                  | 2.0               | Maintained              | --                             |
|  |    |               |                          | Asian                               | *                                   | -                       | No Performance Level     | 63.0                   | Very High               | --                             | 0                                   | --                                    | --                      | --                 | --                       | Blue                                 | 61.8                   | -1.2              | Maintained              | --                             |
|  |    |               |                          | Black or African American           | *                                   | -                       | No Performance Level     | -57.7                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -59.6                  | -2.0              | Maintained              | --                             |
|  |    |               |                          | English Learner                     | 194                                 | -38.2                   | Low                      | -61.2                  | Low                     | Higher                         | 165                                 | Orange                                | -61.5                   | -23.3              | Declined Significantly   | Orange                               | -67.7                  | -6.5              | Declined                | Higher                         |
|  |    |               |                          | Filipino                            | *                                   | -                       | No Performance Level     | 42.9                   | High                    | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 44.0                   | 1.1               | Maintained              | --                             |
|  |    |               |                          | Foster Youth                        | *                                   | -                       | No Performance Level     | -85.6                  | Very Low                | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Red                                  | -89.2                  | -2.5              | Maintained              | --                             |
|  |    |               |                          | Homeless Youth                      | 16                                  | -34.6                   | No Performance Level     | -62.9                  | Low                     | --                             | 13                                  | No Color                              | -78.2                   | --                 | Declined Significantly   | Orange                               | -67.9                  | -5.0              | Declined                | --                             |
|  |    |               |                          | Latino                              | 348                                 | -29.7                   | Low                      | -38.6                  | Low                     | Higher                         | 362                                 | Orange                                | -37.4                   | -7.8               | Declined                 | Orange                               | -40.2                  | -1.7              | Maintained              | Higher                         |
|  |    |               |                          | Native Hawaiian or Pacific Islander | 0                                   | --                      | --                       | -29.1                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -32.5                  | -3.4              | Declined                | --                             |
|  |    |               |                          | Socioeconomically Disadvantaged     | 312                                 | -33.9                   | Low                      | -41.4                  | Low                     | Higher                         | 331                                 | Orange                                | -42.2                   | -8.3               | Declined                 | Orange                               | -42.6                  | -1.2              | Maintained              | Higher                         |
|  |    |               |                          | Students with Disabilities          | 59                                  | -97.1                   | Very Low                 | -97.3                  | Very Low                | Higher                         | 77                                  | Orange                                | -82.7                   | 14.5               | Increased                | Red                                  | -96.3                  | 1.8               | Maintained              | Higher                         |
|  |    |               |                          | Two or More Races                   | *                                   | -                       | No Performance Level     | 25.1                   | High                    | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 24.3                   | -0.8              | Maintained              | --                             |
|  |    |               |                          | White                               | *                                   | -                       | No Performance Level     | 21.9                   | High                    | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 20.8                   | -1.2              | Maintained              | --                             |

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

| ELA Participation Rate By Student Group |      |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|---|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|   | ALL  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2022 **   | 99%  | 100%                             | 100%  | 100%                      | 99%             | 100%     | 100%         | 100%           | 99%    | --                                  | 100%                            | 98%                        | 100%              | 100%  |
| Participation Rate Met 2022 *           | Yes  | Yes                              | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2023      | 100% | 100%                             | --    | 100%                      | 100%            | 100%     | 100%         | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2023             | Yes  | Yes                              | --    | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Montague Charter Academy

## Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

| Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                          |                                     |  |                         |                          |                        |                         |                                |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|---|----|---------------|--------------------------|-------------------------------------|--|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG  | BD | Location Code | School                   | Student Group                       | School 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | School 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| N   | 6  | 5370          | Montague Charter Academy | All Students                        | 367  | -48.8                   | Low                      | -51.7                  | Low                     | Higher                         | 376  | Yellow                                | -38.7                   | 10.1               | Increased                | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         |
|   |    |               |                          | American Indian or Alaska Native    | *  | -                       | No Performance Level     | -90.4                  | Low                     | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -87.3                  | 4.6               | Increased               | --                             |
|   |    |               |                          | Asian                               | *  | -                       | No Performance Level     | 48.4                   | Very High               | --                             | 0  | --                                    | --                      | --                 | --                       | Blue                                 | 50.8                   | 2.3               | Maintained              | --                             |
|   |    |               |                          | Black or African American           | *  | -                       | No Performance Level     | -106.9                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -104.5                 | 2.6               | Maintained              | --                             |
|   |    |               |                          | English Learner                     | 194  | -56.6                   | Low                      | -92.0                  | Low                     | Higher                         | 165  | Yellow                                | -52.1                   | 4.5                | Increased                | Orange                               | -93.4                  | -1.4              | Maintained              | Higher                         |
|   |    |               |                          | Filipino                            | *  | -                       | No Performance Level     | 2.7                    | High                    | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Green                                | 7.4                    | 4.8               | Increased               | --                             |
|   |    |               |                          | Foster Youth                        | *  | -                       | No Performance Level     | -126.3                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -127.4                 | 1.4               | Maintained              | --                             |
|   |    |               |                          | Homeless Youth                      | 16   | -95.9                   | No Performance Level     | -101.8                 | Very Low                | --                             | 13   | No Color                              | -78.6                   | 17.3               | Increased Significantly  | Red                                  | -101.3                 | 0.5               | Maintained              | --                             |
|   |    |               |                          | Latino                              | 348  | -49.5                   | Low                      | -83.4                  | Low                     | Higher                         | 362  | Yellow                                | -38.0                   | 11.5               | Increased                | Orange                               | -80.8                  | 2.6               | Maintained              | Higher                         |
|   |    |               |                          | Native Hawaiian or Pacific Islander | 0  | --                      | --                       | -71.3                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -71.3                  | 0.0               | Maintained              | --                             |
|   |    |               |                          | Socioeconomically Disadvantaged     | 312  | -53.9                   | Low                      | -84.0                  | Low                     | Higher                         | 331  | Yellow                                | -44.4                   | 9.5                | Increased                | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         |
|   |    |               |                          | Students with Disabilities          | 59   | -115.2                  | Very Low                 | -130.8                 | Very Low                | Higher                         | 77   | Yellow                                | -63.2                   | 52.0               | Increased Significantly  | Orange                               | -127.3                 | 5.5               | Increased               | Higher                         |
|   |    |               |                          | Two or More Races                   | *  | -                       | No Performance Level     | -9.9                   | Medium                  | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             |
|   |    |               |                          | White                               | *  | -                       | No Performance Level     | -13.4                  | Medium                  | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -11.1                  | 2.3               | Maintained              | --                             |

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

| Math Participation Rate By Student Group |      |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|--|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|  | ALL  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2022 **    | 99%  | 100%                             | 98%   | 100%                      | 100%            | 100%     | 100%         | 100%           | 99%    | --                                  | 100%                            | 98%                        | 100%              | 100%  |
| Participation Rate Met 2022 *            | Yes  | Yes                              | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2023       | 100% | 100%                             | --    | 100%                      | 100%            | 100%     | 100%         | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2023              | Yes  | Yes                              | --    | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Montague Charter Academy

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "---" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |    |               |                          |                 |   |  |              |  |              |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|----|---------------|--------------------------|-----------------|---|--|--------------|--|--------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| RG   | BD | Location Code | School                   | Student Group   | 2022 School   |  |              | 2022 State   |              |                                 | 2023 School   |                                       |  |                    |                          | 2023 State                           |  |                   |                         |                                 |
|  |    |               |                          |                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | Percentage of English Learners making progress towards English proficiency | Status Level | Percentage of English Learners making progress towards English proficiency | Status Level | School to State ELPI Comparison | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level | School to State ELPI Comparison |
| N  | 6  | 5370          | Montague Charter Academy | English Learner | 248   | 54.4%  | Medium       | 50.3%  | Medium       | Higher                          | 285   | Orange                                | 48.4%  | -6.0%              | Declined                 | Yellow                               | 48.7%  | -1.6%             | Maintained              | Lower                           |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2022                | 357                           | 357                          | 100.0%                        | Yes                    |
| 2023                | 380                           | 378                          | 99.5%                         | Yes                    |

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

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

Data Sources: California School Dashboard Research data files 2023

| 2022 Student English Language Acquisition Results   |       |       |
|---|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School  |       |       |
| Montague Charter Academy  |       | State |
| ELs Who Progressed at Least One ELPI Level  | 54.4% | 47.5% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 2.8%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 33.1% | 31.4% |
| ELs Who Decreased at Least One ELPI Level   | 12.5% | 18.3% |

| 2023 Student English Language Acquisition Results   |       |       |
|---|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School  |       |       |
| Montague Charter Academy  |       | State |
| ELs Who Progressed at Least One ELPI Level  | 44.9% | 46.4% |
| ELs Who Maintained ELPI Level 4   | 3.5%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 31.2% | 32.7% |
| ELs Who Decreased at Least One ELPI Level   | 20.4% | 18.6% |



# Montague Charter Academy

## Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| Chronic Absenteeism - CA School Dashboard Indicator |        |                   |                          |                                     |  |   |                             |  |                            |   |  |   |   |                       |                                |  |  |                      |                               |   |
|---|--------|-------------------|--------------------------|-------------------------------------|--|---|-----------------------------|--|----------------------------|---|--|---|---|-----------------------|--------------------------------|--|--|----------------------|-------------------------------|---|
| R<br>G  | B<br>D | Locatio<br>n Code | School                   | Student Group                       | Number of<br>students<br>enrolled who<br>meet criteria | School 2022<br>Chronic<br>Absenteeism<br>Percentage | School 2022<br>Status Level | State 2022<br>Chronic<br>Absenteeism<br>Percentage | State 2022<br>Status Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison | Number of<br>students<br>enrolled who<br>meet criteria | School 2023<br>Performance<br>Level (color) | School 2023<br>Chronic<br>Absenteeism<br>Percentage | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Chronic<br>Absenteeism<br>Percentage | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison |
| N   | 6      | 5370              | Montague Charter Academy | All Students                        | 869  | 28.4%   | Very High                   | 30.0%  | Very High                  | Lower   | 879  | Red   | 28.7%   | 0.2%                  | Maintained                     | Yellow                                     | 24.3%  | -5.7                 | Declined Significantly        | Higher  |
|   |        |                   |                          | American Indian or Alaska Native    | *  | --  | No Performance Level        | 42.9%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change Level                | Yellow                                     | 36.1%  | -6.8                 | Declined Significantly        | --  |
|   |        |                   |                          | Asian                               | *  | --  | No Performance Level        | 11.5%  | High                       | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change Level                | Yellow                                     | 10.1%  | -1.4                 | Declined                      | --  |
|   |        |                   |                          | Black or African American           | *  | --  | No Performance Level        | 42.9%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change Level                | Yellow                                     | 36.4%  | -6.5                 | Declined Significantly        | --  |
|   |        |                   |                          | English Learner                     | 378  | 28.0%   | Very High                   | 33.6%  | Very High                  | Lower   | 394  | Orange                                      | 25.9%   | -2.2%                 | Declined                       | Yellow                                     | 26.3%  | -7.3                 | Declined Significantly        | Lower   |
|   |        |                   |                          | Filipino                            | *  | --  | No Performance Level        | 16.2%  | High                       | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change Level                | Yellow                                     | 13.8%  | -2.4                 | Declined                      | --  |
|   |        |                   |                          | Foster Youth                        | *  | --  | No Performance Level        | 42.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change Level                | Yellow                                     | 33.6%  | -8.5                 | Declined Significantly        | --  |
|   |        |                   |                          | Homeless Youth                      | 30   | 23.3%   | Very High                   | 45.1%  | Very High                  | Lower   | 27   | No Color                                    | 29.6%   | 6.3%                  | Increased                      | Yellow                                     | 38.7%  | -6.4                 | Declined Significantly        | --  |
|   |        |                   |                          | Latino                              | 816  | 27.5%   | Very High                   | 35.8%  | Very High                  | Lower   | 826  | Red   | 28.5%   | 1.0%                  | Increased                      | Yellow                                     | 28.4%  | -7.4                 | Declined Significantly        | Higher  |
|   |        |                   |                          | Native Hawaiian or Pacific Islander | 0  | --  | --                          | 43.9%  | Very High                  | --  | 0  | --  | --  | --                    | --                             | Yellow                                     | 37.6%  | -6.3                 | Declined Significantly        | --  |
|   |        |                   |                          | Socioeconomically Disadvantaged     | 740  | 28.8%   | Very High                   | 37.4%  | Very High                  | Lower   | 769  | Red   | 29.1%   | 0.3%                  | Maintained                     | Yellow                                     | 29.9%  | -7.5                 | Declined Significantly        | Lower   |
|   |        |                   |                          | Students with Disabilities          | 116  | 25.9%   | Very High                   | 39.6%  | Very High                  | Lower   | 132  | Red   | 26.5%   | 0.7%                  | Increased                      | Yellow                                     | 33.1%  | -6.5                 | Declined Significantly        | Lower   |
|   |        |                   |                          | Two or More Races                   | 19   | 15.8%   | No Performance Level        | 25.1%  | Very High                  | --  | 22   | No Color                                    | 27.3%   | 11.5%                 | Increased                      | Yellow                                     | 21.6%  | -3.5                 | Declined Significantly        | --  |
|   |        |                   |                          | White                               | 12   | 75.0%   | No Performance Level        | 21.9%  | Very High                  | --  | 12   | No Color                                    | 50.0%   | -25.0%                | Declined                       | Yellow                                     | 18.5%  | -3.5                 | Declined Significantly        | --  |

Data Sources: California School Dashboard Research data files 2023

# Montague Charter Academy

## Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| Suspension Rate Indicator - CA School Dashboard Indicator |    |               |                          |                                     |                    |  |                          |   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|----|---------------|--------------------------|-------------------------------------|--------------------|--|--------------------------|---|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| RG  | BD | Location Code | School                   | Student Group                       | Number of Students | School 2022 Percentage of Students suspended at least once | School 2022 Status Level | State 2022 Percentage of Students suspended at least once | State 2022 Status Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspensions Comparison |
| N   | 6  | 5370          | Montague Charter Academy | All Students                        | 893                | 0.2%   | Very Low                 | 3.1%  | Medium                  | Lower   | 899                | Blue                                  | 0.2%   | 0.0%               | Maintained               | Orange                               | 3.5%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |                          | American Indian or Alaska Native    | *                  | --   | No Performance Level     | 6.4%  | High                    | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 7.4%  | 1.0%              | Increased               | --                                     |
|   |    |               |                          | Asian                               | *                  | --   | No Performance Level     | 0.9%  | Very Low                | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 1.1%  | 0.2%              | Maintained              | --                                     |
|   |    |               |                          | Black or African American           | *                  | --   | No Performance Level     | 7.9%  | High                    | --  | 11                 | No Color                              | 0.0%   | --                 | No Change Level          | Red                                  | 8.8%  | 0.9%              | Increased               | --                                     |
|   |    |               |                          | English Learner                     | 391                | 0.3%   | Very Low                 | 3.2%  | Medium                  | Lower   | 399                | Blue                                  | 0.5%   | 0.2%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                          | Filipino                            | *                  | --   | No Performance Level     | 1.2%  | Low                     | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 1.3%  | 0.1%              | Maintained              | --                                     |
|   |    |               |                          | Foster Youth                        | 11                 | 0.0%   | No Performance Level     | 12.4%   | Very High               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --                                     |
|   |    |               |                          | Homeless Youth                      | 31                 | 0.0%   | Very Low                 | 5.5%  | High                    | Lower   | 27                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Orange                               | 6.5%  | 1.0%              | Increased               | --                                     |
|   |    |               |                          | Latino                              | 835                | 0.1%   | Very Low                 | 3.3%  | Medium                  | Lower   | 844                | Blue                                  | 0.2%   | 0.1%               | Maintained               | Orange                               | 3.8%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                          | Native Hawaiian or Pacific Islander | 0                  | --   | --                       | 4.5%  | Medium                  | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 4.9%  | 0.4%              | Increased               | --                                     |
|   |    |               |                          | Socioeconomically Disadvantaged     | 759                | 0.3%   | Very Low                 | 4.0%  | Medium                  | Lower   | 785                | Blue                                  | 0.3%   | 0.0%               | Maintained               | Orange                               | 4.5%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                          | Students with Disabilities          | 116                | 0.9%   | Low                      | 5.4%  | High                    | Lower   | 132                | Green                                 | 0.8%   | -0.1%              | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                          | Two or More Races                   | 20                 | 0.0%   | No Performance Level     | 2.9%  | Medium                  | --  | 23                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | --                                     |
|   |    |               |                          | White                               | 16                 | 0.0%   | No Performance Level     | 2.6%  | Medium                  | --  | 12                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | --                                     |

Data Sources: California School Dashboard Research data files 2023

## Montague Charter Academy

### Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

| 2023-2024 Enrollment by Ethnicity and Student Group |    |          |                          |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|--------------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                   | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 6  | 5370     | Montague Charter Academy | 854        | 86.4%    | 0.0%  | 0.0%                             | 0.4%  | 1.2%                      | 43.3%           | 0.4%     | 0.5%         | 1.5%     | 95.1%  | 0.0%              | 0.0%                                | 1.5%         | 87.1%                            | 12.6%                      | 0.1%              | 1.4%  |
| Statewide   |    |          |                          | 5,837,690  | 61.7%    | N/A   | 0.4%                             | 9.9%  | 4.9%                      | 18.4%           | 2.2%     | 0.5%         | 3.6%     | 56.1%  | 0.8%              | 0.4%                                | 1.1%         | 62.7%                            | 13.7%                      | 4.6%              | 20.3% |
| Los Angeles Unified                                 |    |          |                          | 529,902    | 80.7%    | 11.0% | 0.1%                             | 3.4%  | 7.3%                      | 20.1%           | 1.7%     | 0.6%         | 2.1%     | 73.8%  | 0.2%              | 0.1%                                | 1.8%         | 81.3%                            | 14.8%                      | 2.0%              | 9.8%  |

| 2022-2023 Enrollment by Ethnicity and Student Group |    |          |                          |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|--------------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                   | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 6  | 5370     | Montague Charter Academy | 836        | 85.6%    | 0.0%  | 0.1%                             | 0.5%  | 1.2%                      | 43.1%           | 0.5%     | 0.6%         | 2.8%     | 93.8%  | 0.0%              | 0.0%                                | 2.5%         | 87.0%                            | 12.1%                      | 0.1%              | 1.3%  |
| Statewide   |    |          |                          | 5,852,544  | 59.9%    | N/A   | 0.4%                             | 9.5%  | 4.7%                      | 19.0%           | 2.2%     | 0.5%         | 3.2%     | 56.1%  | 0.7%              | 0.4%                                | 2.2%         | 61.5%                            | 13.1%                      | 4.3%              | 20.1% |
| Los Angeles Unified                                 |    |          |                          | 538,295    | 81.0%    | 11.1% | 5.9%                             | 3.4%  | 7.4%                      | 21.3%           | 1.6%     | 0.7%         | 1.7%     | 74.2%  | 0.1%              | 0.2%                                | 1.5%         | 82.0%                            | 14.1%                      | 2.0%              | 9.7%  |

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

# Montague Charter Academy

## RECLASSIFICATION RATES

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

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

| RG | BD | Loc Code | School                   | Year       | Students Redesignated FEP                     | School | State | School to State RFEP Comparison |
|----|----|----------|--------------------------|------------|---|--------|-------|---------------------------------|
| N  | 6  | 5370     | Montague Charter Academy | 2021-2022* | 2020-2021 Number of English Language Learners | --     | --    | --                              |
|    |    |          |                          |            | 2021-2022 Number of Students Reclassified     | --     | --    |                                 |
|    |    |          |                          |            | 2021-2022 Reclassification Rate               | --     | --    |                                 |
|    |    |          |                          | 2022-2023* | 2021-2022 Number of English Language Learners | --     | --    | --                              |
|    |    |          |                          |            | 2022-2023 Number of Students Reclassified     | --     | --    |                                 |
|    |    |          |                          |            | 2022-2023 Reclassification Rate               | --     | --    |                                 |

Note: \*Reclassification data for 2021-2022 and 2022-2023 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2021-2022 and 2022-2023 Annual Reclassification (RFEP) Counts and Rates this tab will be updated accordingly.

A double dash "--" means that data is not currently available.

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

# Montague Charter Academy

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

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

| RG | BD | Loc Code | School                   | English Learners                | 2022-2023  |         |            |         | 2023-2024  |         |            |         |
|----|----|----------|--------------------------|---------------------------------|------------|---------|------------|---------|------------|---------|------------|---------|
|    |    |          |                          |                                 | School     |         | State      |         | School     |         | State      |         |
|    |    |          |                          |                                 | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent |
| N  | 6  | 5370     | Montague Charter Academy | LTEL 6+ Years                   | 0          | 0.0%    | 226,535    | 11.1%   | 0          | 0.0%    | 211,218    | 18.1%   |
|    |    |          |                          | At-Risk 4-5 Years               | 59         | 14.5%   | 144,190    | 7.1%    | 70         | 16.9%   | 136,190    | 9.6%    |
|    |    |          |                          | EL 0-3 Years                    | 257        | 63.0%   | 505,487    | 24.8%   | 256        | 61.8%   | 519,652    | 26.0%   |
|    |    |          |                          | EL 4+ Years Not At-Risk or LTEL | 44         | 10.8%   | 236,323    | 11.6%   | 44         | 10.6%   | 207,773    | 10.4%   |
|    |    |          |                          | EL total                        | 360        | 88.2%   | 1,112,535  | 54.5%   | 370        | 89.4%   | 1,074,833  | 53.8%   |
|    |    |          |                          | RFEP                            | 48         | 11.8%   | 927,723    | 45.5%   | 44         | 10.6%   | 924,460    | 46.2%   |
|    |    |          |                          | Total (Ever)                    | 408        | 100.0%  | 2,040,258  | 100.0%  | 414        | 100.0%  | 1,999,293  | 100.0%  |

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

# Montague Charter Academy

## Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (\*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Special Education Enrollment

| RG                  | BD | Location Code | School                   | OCT 2023 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|---------------|--------------------------|-------------------|----------------|----------------|
| N                   | 6  | 5370          | Montague Charter Academy | 854               | 108            | 12.6%          |
| Statewide           |    |               |                          | 5,837,690         | 799,980        | 13.7%          |
| Los Angeles Unified |    |               |                          | 529,902           | 79,906         | 14.8%          |

2022-2023 Special Education Enrollment

| RG                  | BD | Loc Code | School                   | OCT 2022 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|----------|--------------------------|-------------------|----------------|----------------|
| N                   | 6  | 5370     | Montague Charter Academy | 836               | 128            | 15.3%          |
| Statewide           |    |          |                          | 5,852,544         | 765,169        | 13.1%          |
| Los Angeles Unified |    |          |                          | 538,295           | 75,935         | 14.1%          |

2023-2024 Special Education Enrollment

| RG                  | BD | Loc Code | School                   | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|--------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|------|--------|--------|-------|------|
| N                   | 6  | 5370     | Montague Charter Academy | 88.9%            | 11.1%           | 9      | 0    | 0      | 0     | 0     | 2     | 1     | 0   | 14     | 0    | 29     | 53     | 0     | 0    |
| Los Angeles Unified |    |          |                          | 66.7%            | 33.3%           | 19,082 | 6    | 200    | 1,178 | 0     | 988   | 3,410 | 978 | 11,302 | 543  | 30,274 | 11,688 | 66    | 189  |

2022-2023 Special Education Enrollment

| RG                  | BD | Loc Code | School                   | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI  | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|--------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|-------|--------|--------|-------|------|
| N                   | 6  | 5370     | Montague Charter Academy | 71.1%            | 7.8%            | 7      | 0    | 0      | 0     | 0     | 1     | 1     | 0   | 15     | 1     | 27     | 49     | 0     | 0    |
| Los Angeles Unified |    |          |                          | 68.3%            | 31.6%           | 16,427 | 5    | 226    | 1,143 | 1     | 994   | 3,495 | 354 | 10,342 | 1,065 | 29,411 | 12,139 | 64    | 248  |

| Key  |                                |     |                               |
|------|--------------------------------|-----|-------------------------------|
| AUT  | Autism                         | OHI | Other Health Impairment       |
| DB   | Deaf-Blindness                 | OI  | Orthopedic Impairment         |
| DEAF | Deafness                       | SLD | Specific Learning Disability  |
| ED   | Emotional Disturbance          | SLI | Speech or Language Impairment |
| EMD  | Established Medical Disability | TBI | Traumatic Brain Injury        |
| HOH  | Hard of Hearing                | VI  | Visual Impairment             |
| ID   | Intellectual Disability        | MD  | Multiple Disabilities         |

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

# Montague Charter Academy

LAUSD Location Code: 5370

Region: North

Board District: 6

## Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

| ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |  |   |                            |                       |                                |  |                           |                      |                               |                                      |  |   |                            |                       |                                |  |                           |                      |                               |                                      |
|--|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|
| Student Group  | 2023<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State DFS<br>Comparison | 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change<br>Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change<br>Level | School to<br>State DFS<br>Comparison |
| All Students   | 376  | Orange                                      | -36.8                      | -7.9                  | Declined                       | Orange                                     | -13.6                     | -1.4                 | Maintained                    | Lower                                | 375  | Orange                                      | -35.6                      | 1.2                   | Maintained                     | Orange                                     | -13.2                     | 0.4                  | Maintained                    | Lower                                |
| American Indian or Alaska Native   | *  | No Color                                    | --                         | --                    | No Change Level                | Orange                                     | -47.9                     | 2.0                  | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -49.0                     | -1.1                 | Maintained                    | --                                   |
| Asian  | 0  | --  | --                         | --                    | --                             | Blue                                       | 61.8                      | -1.2                 | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Blue                                       | 60.7                      | -1.2                 | Maintained                    | --                                   |
| Black or African American  | *  | No Color                                    | --                         | --                    | No Change Level                | Orange                                     | -59.6                     | -2.0                 | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Orange                                     | -58.9                     | 0.8                  | Maintained                    | --                                   |
| English Learner  | 165  | Orange                                      | -61.5                      | -23.3                 | Declined Significantly         | Orange                                     | -67.7                     | -6.5                 | Declined                      | Higher                               | 192  | Yellow                                      | -53.7                      | 7.8                   | Increased                      | Orange                                     | -67.6                     | 0.2                  | Maintained                    | Higher                               |
| Filipino   | *  | No Color                                    | --                         | --                    | No Change Level                | Green                                      | 44.0                      | 1.1                  | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Blue                                       | 45.8                      | 1.8                  | Maintained                    | --                                   |
| Foster Youth   | *  | No Color                                    | --                         | --                    | No Change Level                | Red  | -89.2                     | -2.5                 | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Red  | -87.3                     | 1.9                  | Maintained                    | --                                   |
| Homeless Youth   | 13   | No Color                                    | -78.2                      | -43.6                 | Declined Significantly         | Orange                                     | -67.9                     | -5.0                 | Declined                      | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Red  | -70.4                     | -2.5                 | Maintained                    | --                                   |
| Latino   | 362  | Orange                                      | -37.4                      | -7.8                  | Declined                       | Orange                                     | -40.2                     | -1.7                 | Maintained                    | Higher                               | 363  | Orange                                      | -35.7                      | 1.7                   | Maintained                     | Orange                                     | -39.3                     | 0.9                  | Maintained                    | Higher                               |
| Long-Term English Learner  | --   | --  | --                         | --                    | --                             | --   | --                        | --                   | --                            | Same                                 | 0  | --  | --                         | --                    | --                             | Red  | -109.6                    | 3.4                  | Declined                      | --                                   |
| Native Hawaiian or Pacific Islander  | 0  | --  | --                         | --                    | --                             | Orange                                     | -32.5                     | -3.4                 | Declined                      | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -34.7                     | -2.2                 | Maintained                    | --                                   |
| Socioeconomically Disadvantaged  | 331  | Orange                                      | -42.2                      | -8.3                  | Declined                       | Orange                                     | -42.6                     | -1.2                 | Maintained                    | Higher                               | 330  | Orange                                      | -41.5                      | 0.7                   | Maintained                     | Orange                                     | -40.9                     | 1.8                  | Maintained                    | Lower                                |
| Students with Disabilities   | 77   | Orange                                      | -82.7                      | 14.5                  | Increased                      | Red  | -96.3                     | 1.8                  | Maintained                    | Higher                               | 83   | Red   | -94.1                      | -11.4                 | Declined                       | Red  | -95.6                     | 0.7                  | Maintained                    | Higher                               |
| Two or More Races  | *  | No Color                                    | --                         | --                    | No Change Level                | Green                                      | 24.3                      | -0.8                 | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Green                                      | 24.3                      | 0.0                  | Maintained                    | --                                   |
| White  | *  | No Color                                    | --                         | --                    | No Change Level                | Green                                      | 20.8                      | -1.2                 | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Green                                      | 19.2                      | -1.6                 | Maintained                    | --                                   |

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

| ELA Participation Rate By Student Group |      |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|---|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|   | ALL  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2023 **   | 100% | 100%                             | --    | 100%                      | 100%            | 100%     | 100%         | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2023 *           | Yes  | Yes                              | --    | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2024      | 99%  | --                               | 100%  | 100%                      | 100%            | 100%     | 100%         | 100%           | 99%    | --                                  | 99%                             | 95%                        | --                | 100%  |
| Participation Rate Met 2024             | Yes  | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | --                | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files.



# Montague Charter Academy

LAUSD Location Code: 5370

Region: North

Board District: 6

## Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

| Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|---|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| Student Group   | School 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison | School 2024 Number of Students with Scores | School 2024 Performance Level (color) | School 2024 Average DFS | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 Average DFS | State 2024 Change | State 2024 Change Level | School to State DFS Comparison |
| All Students  | 376  | Yellow                                | -38.7                   | 10.1               | Increased                | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         | 375  | Yellow                                | -34.7                   | 4.0                | Increased                | Orange                               | -47.6                  | 1.5               | Maintained              | Higher                         |
| American Indian or Alaska Native  | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -87.3                  | 4.6               | Increased               | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -86.6                  | 0.7               | Maintained              | --                             |
| Asian   | 0  | --                                    | --                      | --                 | --                       | Blue                                 | 50.8                   | 2.3               | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Blue                                 | 49.5                   | -1.3              | Maintained              | --                             |
| Black or African American   | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -104.5                 | 2.6               | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -102.2                 | 2.4               | Maintained              | --                             |
| English Learner   | 165  | Yellow                                | -52.1                   | 4.5                | Increased                | Orange                               | -93.4                  | -1.4              | Maintained              | Higher                         | 192  | Orange                                | -49.5                   | 2.6                | Maintained               | Orange                               | -93.4                  | 0.0               | Maintained              | Higher                         |
| Filipino  | *  | No Color                              | --                      | --                 | No Change Level          | Green                                | 7.4                    | 4.8               | Increased               | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Green                                | 10.4                   | 3.0               | Increased               | --                             |
| Foster Youth  | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -127.4                 | 1.4               | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -125.1                 | 2.3               | Maintained              | --                             |
| Homeless Youth  | 13   | No Color                              | -78.6                   | 17.3               | Increased Significantly  | Red                                  | -101.3                 | 0.5               | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -106.0                 | -4.7              | Maintained              | --                             |
| Latino  | 362  | Yellow                                | -38                     | 11.5               | Increased                | Orange                               | -80.8                  | 2.6               | Maintained              | Higher                         | 363  | Orange                                | -35.3                   | 2.7                | Maintained               | Orange                               | -79.2                  | 1.6               | Maintained              | Higher                         |
| Long-Term English Learner   | --   | --                                    | --                      | --                 | --                       | --                                   | --                     | --                | --                      | Same                           | 0  | --                                    | --                      | --                 | --                       | Red                                  | -163.5                 | -0.4              | Maintained              | --                             |
| Native Hawaiian or Pacific Islander   | 0  | --                                    | --                      | --                 | --                       | Orange                               | -71.3                  | 0.0               | Maintained              | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -72.5                  | -1.2              | Maintained              | --                             |
| Socioeconomically Disadvantaged   | 331  | Yellow                                | -44.4                   | 9.5                | Increased                | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         | 330  | Yellow                                | -41.3                   | 3.1                | Increased                | Orange                               | -78.2                  | 2.6               | Maintained              | Higher                         |
| Students with Disabilities  | 77   | Yellow                                | -63.2                   | 52.0               | Increased Significantly  | Orange                               | -127.3                 | 5.5               | Increased               | Higher                         | 83   | Orange                                | -94.2                   | -31.0              | Declined Significantly   | Red                                  | -124.3                 | 2.9               | Maintained              | Higher                         |
| Two or More Races   | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -5.3                   | 2.1               | Maintained              | --                             |
| White   | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -11.1                  | 2.3               | Maintained              | --                             | *  | No Color                              | --                      | --                 | --                       | Yellow                               | -10.3                  | 0.7               | Maintained              | --                             |

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

| Math Participation Rate By Student Group |      |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|--|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|  | ALL  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2023 **    | 100% | 100%                             | --    | 100%                      | 100%            | 100%     | 100%         | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2023 *            | Yes  | Yes                              | --    | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2024       | 99%  | --                               | 100%  | 100%                      | 100%            | 100%     | 100%         | 100%           | 99%    | --                                  | 99%                             | 95%                        | --                | 100%  |
| Participation Rate Met 2024              | Yes  | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | --                | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files.

Montague Charter Academy

LAUSD Location Code: 5370      Region: North      Board District: 6

English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| Student Group  | 2023 School   |                                       |  |                    |                          | 2023 State                           |  |                   |                         | School to State ELPI Comparison | 2024 School   |                                       |  |                    |                          | 2024 State                           |  |                   |                         | School to State ELPI Comparison |
|  | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level |                                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2024 Change | State 2024 Change Level |                                 |
| English Learner  | 285   | Orange                                | 48.4%  | -6.0%              | Declined                 | Yellow                               | 48.7%  | -1.6%             | Maintained              | Lower                           | 278   | Green                                 | 54.7%  | 6.3%               | Increased                | Orange                               | 45.7%  | -3.0%             | Declined                | Higher                          |
| Long-Term English Learner  | --  | --                                    | --   | --                 | --                       | --                                   | --   | --                | --                      | --                              | 0   | --                                    | --   | --                 | --                       | Orange                               | 45.8%  | -3.9%             | Declined                | --                              |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2024                | 381                           | 379                          | 99%                           | Yes                    |
| 2023                | 380                           | 378                          | 99%                           | Yes                    |

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

| 2024 Student English Language Acquisition Results   |       |       |
|---|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School  |       |       |
| Montague Charter Academy  |       | State |
| ELs Who Progressed at Least One ELPI Level  | 52.2% | 43.8% |
| ELs Who Maintained ELPI Level 4   | 2.5%  | 1.9%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 27.0% | 34.9% |
| ELs Who Decreased at Least One ELPI Level   | 18.3% | 19.4% |

| 2023 Student English Language Acquisition Results   |       |       |
|---|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School  |       |       |
| Montague Charter Academy  |       | State |
| ELs Who Progressed at Least One ELPI Level  | 44.9% | 46.4% |
| ELs Who Maintained ELPI Level 4   | 3.5%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 31.2% | 32.7% |
| ELs Who Decreased at Least One ELPI Level   | 20.4% | 18.6% |

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.  
Data Sources: California School Dashboard Research data files.

# Montague Charter Academy

LAUSD Location Code: 5370

Region: North

Board District: 6

## Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| Student Group                       | Number of students enrolled who meet criteria | School 2023 Performance Level (color) | School 2023 Chronic Absenteeism Percentage | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Chronic Absenteeism Percentage | State 2023 Change | State 2023 Change Level | School to State Chronic Absenteeism Percentage Comparison | Number of students enrolled who meet criteria | School 2024 Performance Level (color) | School 2024 Chronic Absenteeism Percentage | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 Chronic Absenteeism Percentage | State 2024 Change | State 2024 Change Level | School to State Chronic Absenteeism Percentage Comparison |
|-------------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|
| All Students                        | 879   | Red                                   | 28.7%                                      | 0.2%               | Maintained               | Yellow                               | 24.3%                                     | -5.7              | Declined Significantly  | Higher  | 906   | Yellow                                | 23.6%                                      | -5.0%              | Declined Significantly   | Yellow                               | 18.6%                                     | -5.7%             | Declined                | Higher  |
| American Indian or Alaska Native    | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 36.1%                                     | -6.8              | Declined Significantly  | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 30.6%                                     | -5.4%             | Declined                | --  |
| Asian                               | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 10.1%                                     | -1.4              | Declined                | --  | *   | No Color                              | --   | --                 | No Change Level          | Green                                | 7.5%                                      | -2.5%             | Declined                | --  |
| Black or African American           | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 36.4%                                     | -6.5              | Declined Significantly  | --  | 11  | No Color                              | 45.5%                                      | 0.0%               | No Change Level          | Yellow                               | 31.3%                                     | -5.1%             | Declined                | --  |
| English Learner                     | 394   | Orange                                | 25.9%                                      | -2.2%              | Declined                 | Yellow                               | 26.3%                                     | -7.3              | Declined Significantly  | Lower   | 405   | Yellow                                | 19.5%                                      | -6.4%              | Declined Significantly   | Yellow                               | 20.1%                                     | -6.1%             | Declined                | Lower   |
| Filipino                            | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 13.8%                                     | -2.4              | Declined                | --  | *   | No Color                              | --   | --                 | No Change Level          | Green                                | 9.6%                                      | -4.2%             | Declined                | --  |
| Foster Youth                        | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 33.6%                                     | -8.5              | Declined Significantly  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 30.5%                                     | -3.1%             | Declined                | --  |
| Homeless Youth                      | 27  | No Color                              | 29.6%                                      | 6.3%               | Increased                | Yellow                               | 38.7%                                     | -6.4              | Declined Significantly  | --  | 15  | No Color                              | 26.7%                                      | -3.0%              | Declined                 | Yellow                               | 32.7%                                     | -6.0%             | Declined                | --  |
| Latino                              | 826   | Red                                   | 28.5%                                      | 1.0%               | Increased                | Yellow                               | 28.4%                                     | -7.4              | Declined Significantly  | Higher  | 862   | Yellow                                | 23.3%                                      | -5.1%              | Declined Significantly   | Yellow                               | 21.7%                                     | -6.7%             | Declined                | Higher  |
| Long-Term English Learner           | --  | --                                    | --   | --                 | --                       | --                                   | --  | --                | --                      | Same  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 23.9%                                     | -4.3%             | Declined                |   |
| Native Hawaiian or Pacific Islander | 0   | --                                    | --   | --                 | --                       | Yellow                               | 37.6%                                     | -6.3              | Declined Significantly  | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 32.6%                                     | -5.0%             | Declined                | --  |
| Socioeconomically Disadvantaged     | 769   | Red                                   | 29.1%                                      | 0.3%               | Maintained               | Yellow                               | 29.9%                                     | -7.5              | Declined Significantly  | Lower   | 796   | Yellow                                | 25.0%                                      | -4.1%              | Declined Significantly   | Yellow                               | 23.4%                                     | -6.6%             | Declined                | Higher  |
| Students with Disabilities          | 132   | Red                                   | 26.5%                                      | 0.7%               | Increased                | Yellow                               | 33.1%                                     | -6.5              | Declined Significantly  | Lower   | 149   | Orange                                | 20.8%                                      | -5.7%              | Declined                 | Yellow                               | 26.3%                                     | -6.8%             | Declined                | Lower   |
| Two or More Races                   | 22  | No Color                              | 27.3%                                      | 11.5%              | Increased                | Yellow                               | 21.6%                                     | -3.5              | Declined Significantly  | --  | 15  | No Color                              | 26.7%                                      | -0.6%              | Declined                 | Yellow                               | 16.2%                                     | -5.4%             | Declined                | --  |
| White                               | 12  | No Color                              | 50.0%                                      | -25.0%             | Declined                 | Yellow                               | 18.5%                                     | -3.5              | Declined Significantly  | --  | 12  | No Color                              | 25.0%                                      | -25.0%             | Declined                 | Yellow                               | 13.5%                                     | -4.9%             | Declined                | --  |

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

Data Sources: [California School Dashboard Research data files.](#)

# Montague Charter Academy

LAUSD Location Code: 5370

Region: North

Board District: 6

## Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| Suspension Rate Indicator - CA School Dashboard Indicator |                    |                                       |  |                    |                          |                                      |   |                   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| Student Group   | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2024 Performance level (color) | School 2024 Percentage of Students suspended at least once | School 2024 Change | School 2024 Change Level | State 2024 Performance level (color) | State 2024 Percentage of Students suspended at least once | State 2024 Change | State 2024 Change Level | School to State Suspensions Comparison |
| All Students  | 899                | Blue                                  | 0.2%   | 0.0%               | Maintained               | Orange                               | 3.5%  | 0.4%              | Increased               | Lower   | 933                | Blue                                  | 0.0%   | -0.2%              | Maintained               | Green                                | 3.2%  | -0.3%             | Declined                | Lower                                  |
| American Indian or Alaska Native                          | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 7.4%  | 1.0%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 7.0%  | -0.4%             | Declined                | --                                     |
| Asian   | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 1.1%  | 0.2%              | Maintained              | --  | *                  | No Color                              | --   | --                 | No Change Level          | Blue                                 | 1.0%  | 0.0%              | Maintained              | --                                     |
| Black or African American                                 | 11                 | No Color                              | 0.0%   | --                 | No Change Level          | Red                                  | 8.8%  | 0.9%              | Increased               | --  | 11                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Orange                               | 8.4%  | -0.4%             | Declined                | --                                     |
| English Learner   | 399                | Blue                                  | 0.5%   | 0.2%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower   | 413                | Blue                                  | 0.0%   | -0.5%              | Declined                 | Green                                | 3.4%  | -0.3%             | Declined                | Lower                                  |
| Filipino  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 1.3%  | 0.1%              | Maintained              | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 1.2%  | -0.1%             | Maintained              | --                                     |
| Foster Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 13.2%   | -0.4%             | Declined                | --                                     |
| Homeless Youth  | 27                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Orange                               | 6.5%  | 1.0%              | Increased               | --  | 18                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Yellow                               | 5.7%  | -0.8%             | Declined                | --                                     |
| Latino  | 844                | Blue                                  | 0.2%   | 0.1%               | Maintained               | Orange                               | 3.8%  | 0.5%              | Increased               | Lower   | 888                | Blue                                  | 0.0%   | -0.2%              | Maintained               | Green                                | 3.4%  | -0.4%             | Declined                | Lower                                  |
| Long-Term English Learner                                 | --                 | --                                    | --   | --                 | --                       | --                                   | --  | --                | --                      | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 8.1%  | -0.9%             | Declined                | --                                     |
| Native Hawaiian or Pacific Islander                       | 0                  | --                                    | --   | --                 | --                       | Orange                               | 4.9%  | 0.4%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Green                                | 4.4%  | -0.5%             | Declined                | --                                     |
| SocioeconomicMRY Disadvantaged                            | 785                | Blue                                  | 0.3%   | 0.0%               | Maintained               | Orange                               | 4.5%  | 0.5%              | Increased               | Lower   | 817                | Blue                                  | 0.0%   | -0.3%              | Declined                 | Green                                | 4.0%  | -0.5%             | Declined                | Lower                                  |
| Students with Disabilities                                | 132                | Green                                 | 0.8%   | -0.1%              | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | Lower   | 152                | Blue                                  | 0.0%   | -0.8%              | Declined                 | Yellow                               | 5.4%  | -0.5%             | Declined                | Lower                                  |
| Two or More Races   | 23                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | --  | 16                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 3.0%  | -0.3%             | Declined                | --                                     |
| White   | 12                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | --  | 12                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 2.6%  | 0.3%              | Declined                | --                                     |

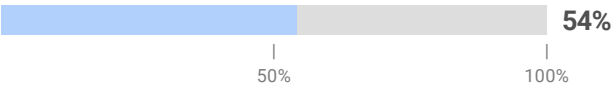
\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Data Sources: [California School Dashboard Research data files 2023](#)

|                            |                                  |
|----------------------------|----------------------------------|
| School                     | MONTAGUE CHARTER ACADEMY         |
| Subject                    | Math                             |
| Student                    |                                  |
| Academic Year              | 2020 - 2021                      |
| Economically Disadvantaged | Yes - Economically Disadvantaged |
| Comparison Diagnostic      | Final Diagnostic                 |

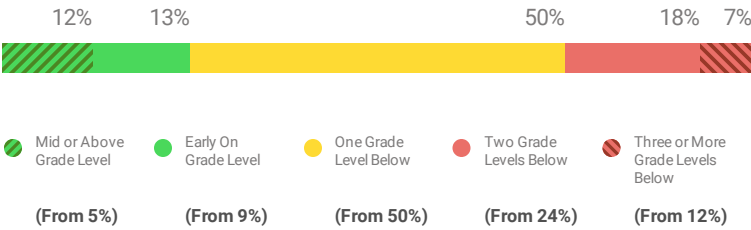
Students Assessed/Total: 551/557

Progress to Annual Typical Growth (Median)

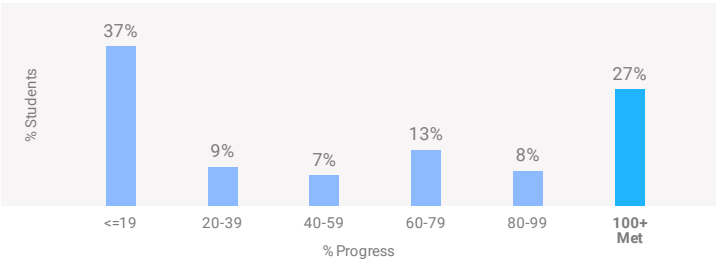


The median percent progress towards Typical Growth for this school is 54%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

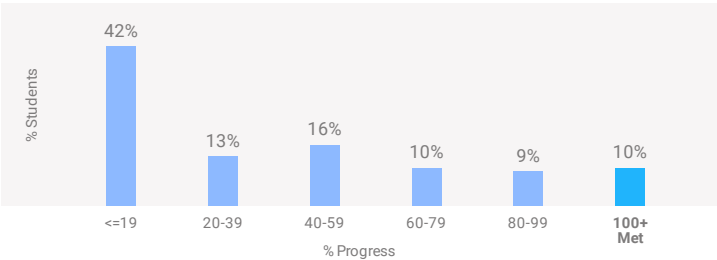
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

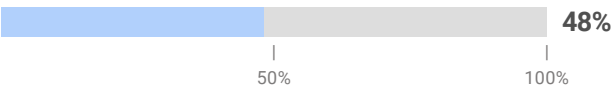
Showing 5 of 5

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade 1 | 55%                   | 31%   | 41%                    | 14%   | 34%                                | 111/112                 |
| Grade 2 | 43%                   | 24%   | 29%                    | 7%    | 35%                                | 102/102                 |
| Grade 3 | 36%                   | 17%   | 25%                    | 7%    | 39%                                | 110/110                 |
| Grade 4 | 57%                   | 26%   | 36%                    | 7%    | 50%                                | 105/106                 |
| Grade 5 | 61%                   | 35%   | 34%                    | 15%   | 49%                                | 123/127                 |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Student               |                          |
| Academic Year         | 2020 - 2021              |
| English Learner       | Yes - English Learner    |
| Comparison Diagnostic | Final Diagnostic         |

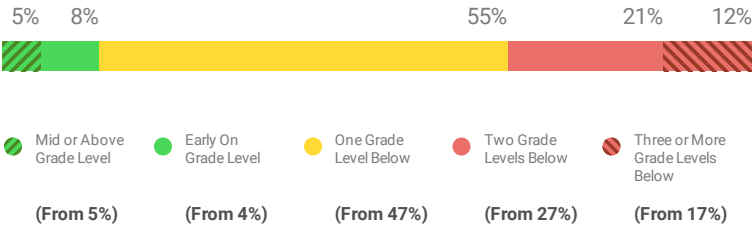
Students Assessed/Total: 253/255

Progress to Annual Typical Growth (Median)

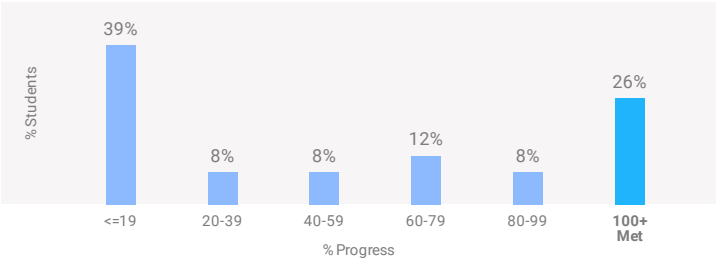


The median percent progress towards Typical Growth for this school is 48%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

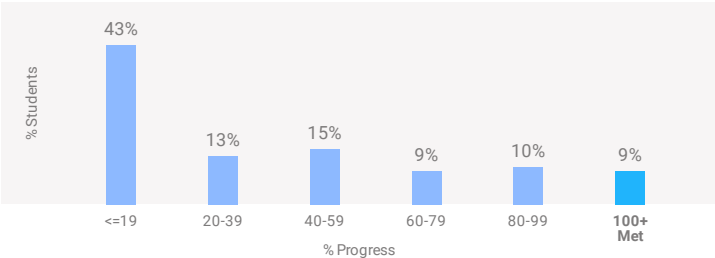
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

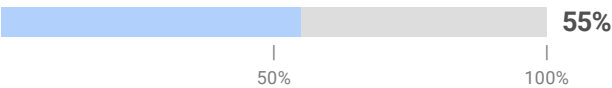
Showing 5 of 5

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade 1 | 62%                   | 38%   | 44%                    | 17%   | 33%                                | 66/66                   |
| Grade 2 | 31%                   | 22%   | 19%                    | 5%    | 31%                                | 59/60                   |
| Grade 3 | 46%                   | 20%   | 33%                    | 6%    | 46%                                | 50/50                   |
| Grade 4 | 59%                   | 24%   | 36%                    | 5%    | 42%                                | 38/38                   |
| Grade 5 | 42%                   | 25%   | 21%                    | 10%   | 43%                                | 40/41                   |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Student               |                          |
| Academic Year         | 2020 - 2021              |
| Hispanic or Latino    | Yes - Hispanic or Latino |
| Comparison Diagnostic | Final Diagnostic         |

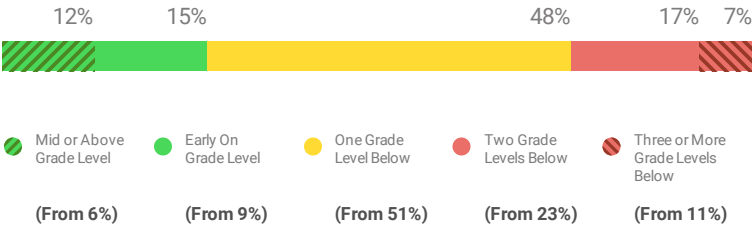
Students Assessed/Total: 633/645

Progress to Annual Typical Growth (Median)

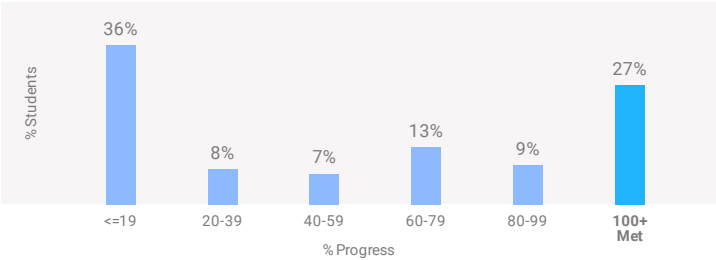


The median percent progress towards Typical Growth for this school is 55%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

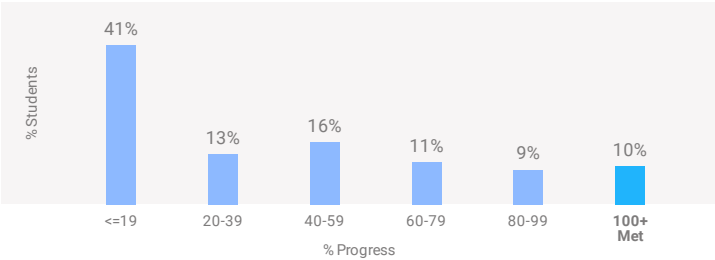
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 5 of 5

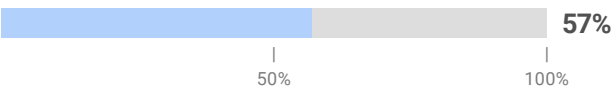
| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade 1 | 65%                   | 34%   | 47%                    | 16%   | 36%                                | 128/130                 |
| Grade 2 | 36%                   | 23%   | 23%                    | 7%    | 35%                                | 121/124                 |
| Grade 3 | 38%                   | 18%   | 29%                    | 7%    | 42%                                | 125/126                 |
| Grade 4 | 57%                   | 23%   | 34%                    | 6%    | 49%                                | 125/127                 |
| Grade 5 | 70%                   | 36%   | 39%                    | 16%   | 49%                                | 134/138                 |



|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Student               |                          |
| Academic Year         | 2020 - 2021              |
| Comparison Diagnostic | Final Diagnostic         |

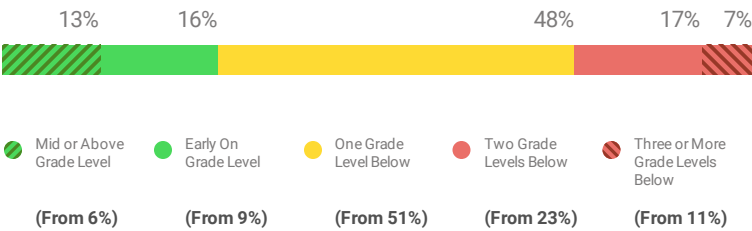
Students Assessed/Total: 666/678

Progress to Annual Typical Growth (Median)

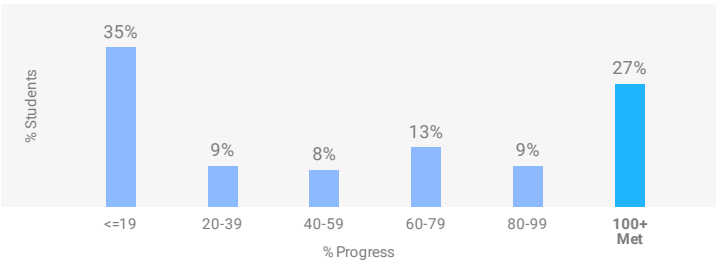


The median percent progress towards Typical Growth for this school is 57%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

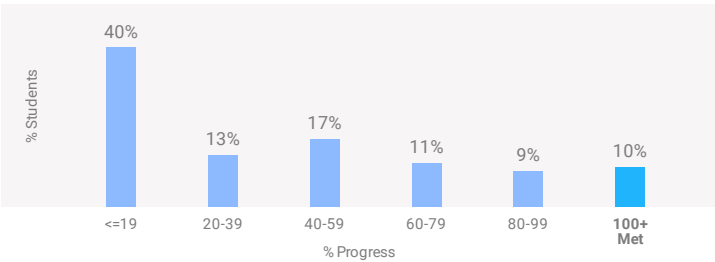
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

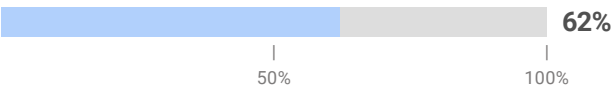
Showing 5 of 5

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade 1 | 64%                   | 33%   | 46%                    | 16%   | 36%                                | 133/135                 |
| Grade 2 | 48%                   | 24%   | 33%                    | 8%    | 35%                                | 127/130                 |
| Grade 3 | 38%                   | 17%   | 29%                    | 7%    | 43%                                | 135/136                 |
| Grade 4 | 57%                   | 23%   | 34%                    | 6%    | 49%                                | 129/131                 |
| Grade 5 | 70%                   | 37%   | 39%                    | 15%   | 49%                                | 142/146                 |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Student               |                          |
| Academic Year         | 2020 - 2021              |
| Special Education     | Yes - Special Education  |
| Comparison Diagnostic | Final Diagnostic         |

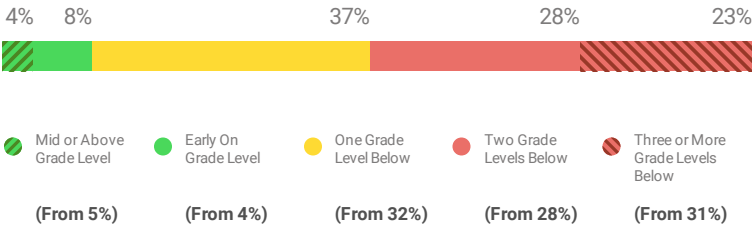
Students Assessed/Total: 75/76

Progress to Annual Typical Growth (Median)

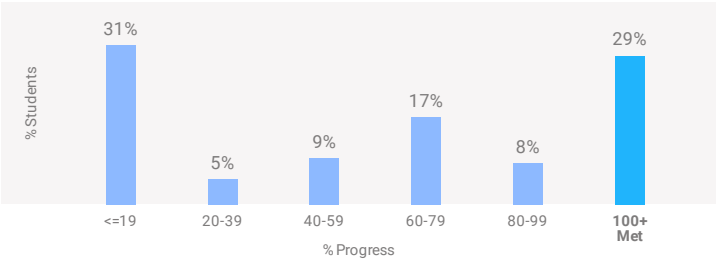


The median percent progress towards Typical Growth for this school is 62%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

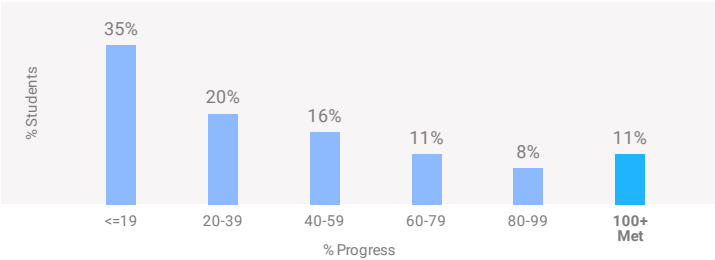
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

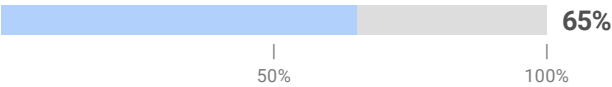
Showing 5 of 5

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 1 |                            |       |                            |       |                                    | 10/10                   |
| Grade 2 | <div><div></div></div> 48% | 24%   | <div><div></div></div> 29% | 12%   | 18%                                | 17/17                   |
| Grade 3 | <div><div></div></div> 67% | 36%   | <div><div></div></div> 42% | 18%   | 64%                                | 11/11                   |
| Grade 4 | <div><div></div></div> 17% | 20%   | <div><div></div></div> 12% | 7%    | 33%                                | 15/15                   |
| Grade 5 | <div><div></div></div> 79% | 36%   | <div><div></div></div> 41% | 9%    | 55%                                | 22/23                   |

|                            |                                  |
|----------------------------|----------------------------------|
| School                     | MONTAGUE CHARTER ACADEMY         |
| Subject                    | Reading                          |
| Student                    |                                  |
| Academic Year              | 2020 - 2021                      |
| Economically Disadvantaged | Yes - Economically Disadvantaged |
| Comparison Diagnostic      | Final Diagnostic                 |

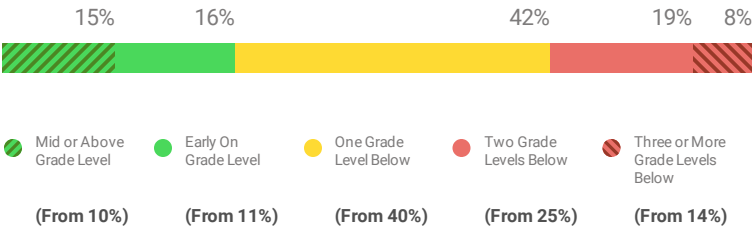
Students Assessed/Total: 551/557

Progress to Annual Typical Growth (Median)

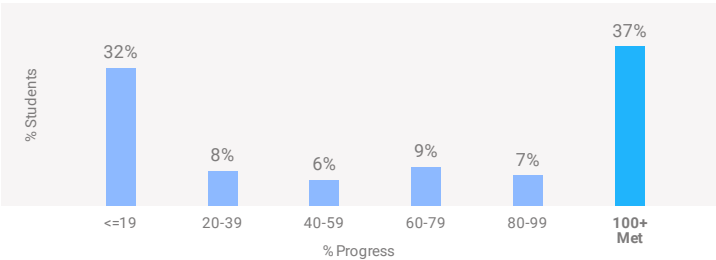


The median percent progress towards Typical Growth for this school is 65%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

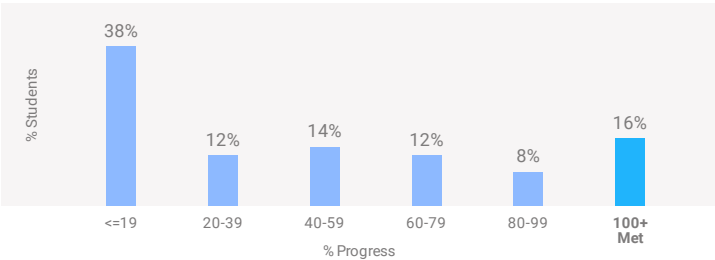
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

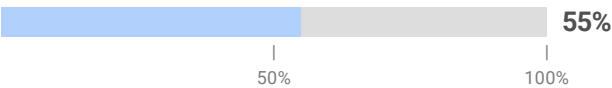
Showing 5 of 5

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade 1 | 47%                   | 17%   | 34%                    | 5%    | 30%                                | 109/112                 |
| Grade 2 | 63%                   | 30%   | 39%                    | 12%   | 45%                                | 102/102                 |
| Grade 3 | 45%                   | 33%   | 28%                    | 10%   | 42%                                | 110/110                 |
| Grade 4 | 95%                   | 50%   | 49%                    | 26%   | 47%                                | 106/106                 |
| Grade 5 | 110%                  | 53%   | 49%                    | 25%   | 56%                                | 124/127                 |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Student               |                          |
| Academic Year         | 2020 - 2021              |
| English Learner       | Yes - English Learner    |
| Comparison Diagnostic | Final Diagnostic         |

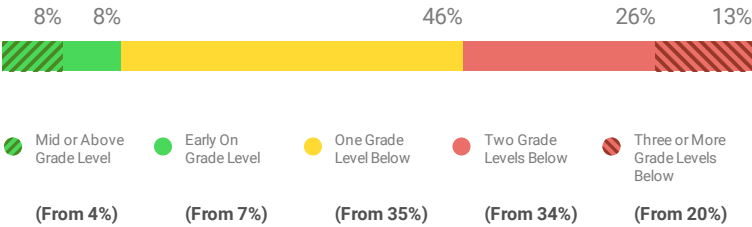
Students Assessed/Total: 252/255

Progress to Annual Typical Growth (Median)

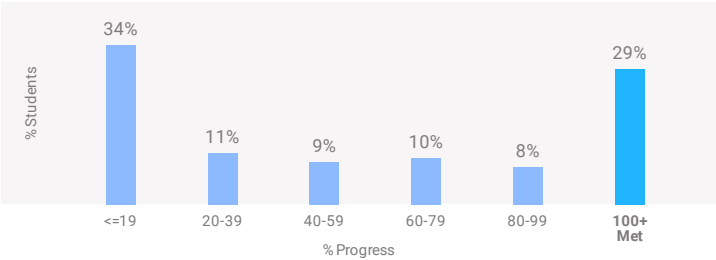


The median percent progress towards Typical Growth for this school is 55%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

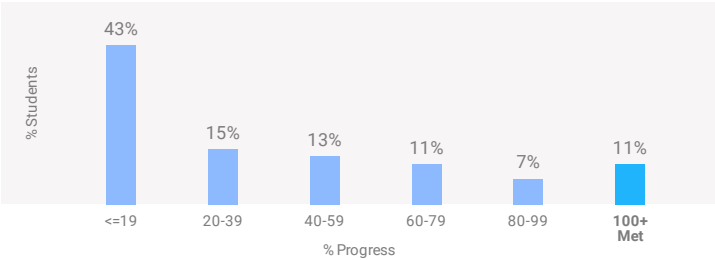
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

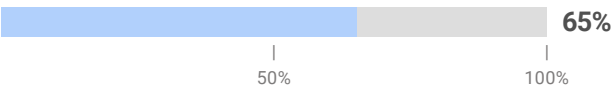
Showing 5 of 5

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade 1 | 44%                   | 17%   | 32%                    | 5%    | 28%                                | 64/66                   |
| Grade 2 | 41%                   | 25%   | 30%                    | 10%   | 41%                                | 59/60                   |
| Grade 3 | 66%                   | 34%   | 35%                    | 10%   | 46%                                | 50/50                   |
| Grade 4 | 69%                   | 39%   | 32%                    | 21%   | 45%                                | 38/38                   |
| Grade 5 | 60%                   | 37%   | 26%                    | 12%   | 49%                                | 41/41                   |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Student               |                          |
| Academic Year         | 2020 - 2021              |
| Hispanic or Latino    | Yes - Hispanic or Latino |
| Comparison Diagnostic | Final Diagnostic         |

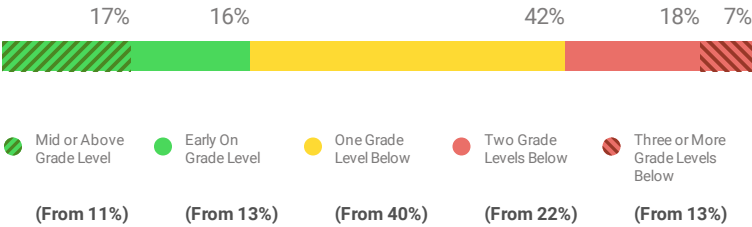
Students Assessed/Total: 633/645

Progress to Annual Typical Growth (Median)

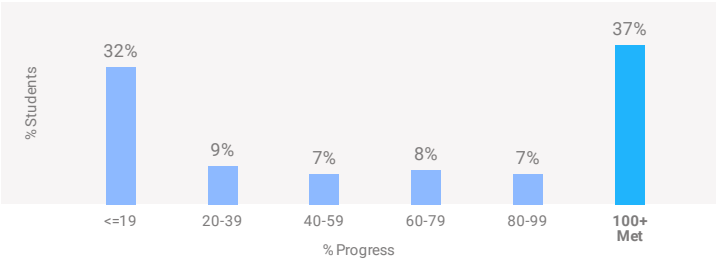


The median percent progress towards Typical Growth for this school is 65%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

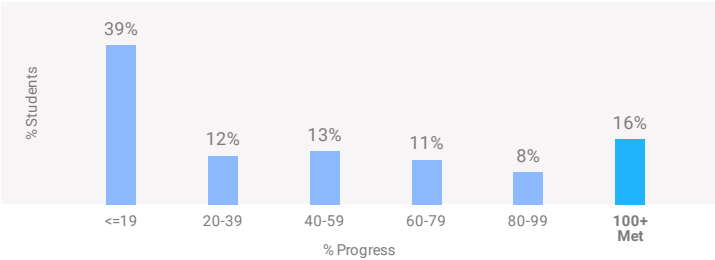
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

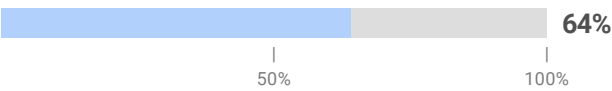
Showing 5 of 5

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade 1 | 50%                   | 21%   | 35%                    | 8%    | 33%                                | 126/130                 |
| Grade 2 | 56%                   | 28%   | 31%                    | 12%   | 42%                                | 121/124                 |
| Grade 3 | 42%                   | 32%   | 28%                    | 10%   | 42%                                | 125/126                 |
| Grade 4 | 83%                   | 48%   | 45%                    | 25%   | 44%                                | 126/127                 |
| Grade 5 | 119%                  | 55%   | 55%                    | 26%   | 57%                                | 135/138                 |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Student               |                          |
| Academic Year         | 2020 - 2021              |
| Comparison Diagnostic | Final Diagnostic         |

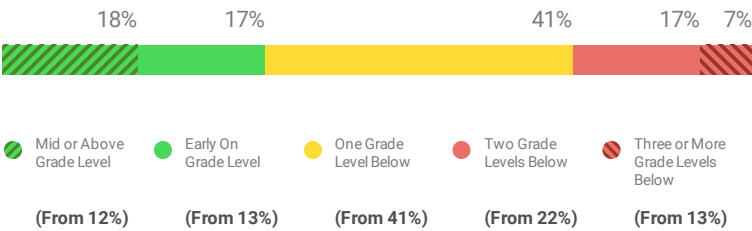
Students Assessed/Total: 665/678

Progress to Annual Typical Growth (Median)

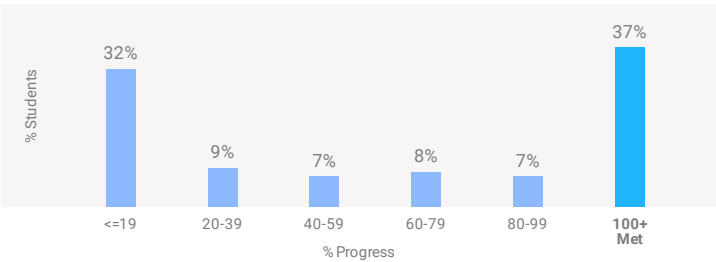


The median percent progress towards Typical Growth for this school is 64%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

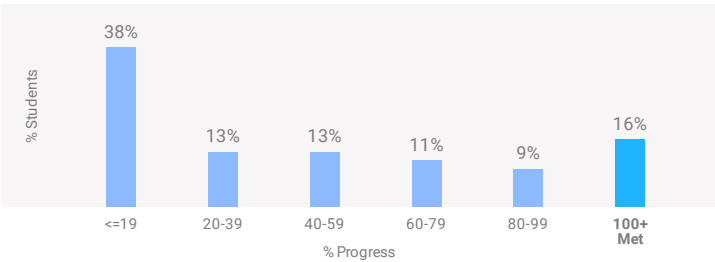
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

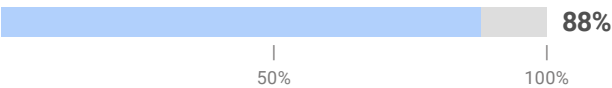
Showing 5 of 5

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade 1 | 49%                   | 21%   | 34%                    | 8%    | 32%                                | 131/135                 |
| Grade 2 | 59%                   | 30%   | 36%                    | 12%   | 43%                                | 127/130                 |
| Grade 3 | 50%                   | 33%   | 29%                    | 11%   | 41%                                | 134/136                 |
| Grade 4 | 80%                   | 48%   | 44%                    | 25%   | 45%                                | 130/131                 |
| Grade 5 | 110%                  | 53%   | 51%                    | 26%   | 57%                                | 143/146                 |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Student               |                          |
| Academic Year         | 2020 - 2021              |
| Special Education     | Yes - Special Education  |
| Comparison Diagnostic | Final Diagnostic         |

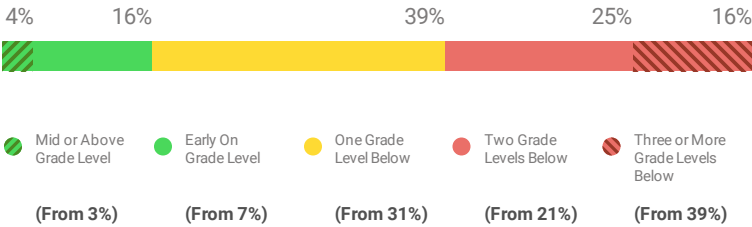
Students Assessed/Total: **75/76**

Progress to Annual Typical Growth (Median)

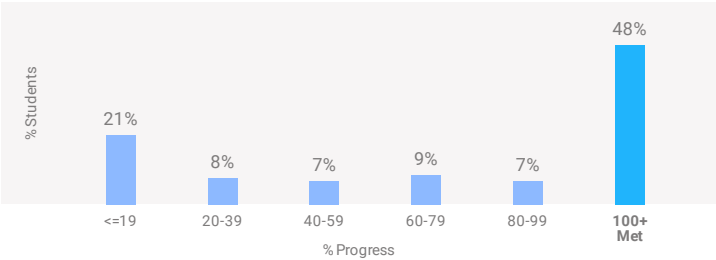


The median percent progress towards Typical Growth for this school is 88%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

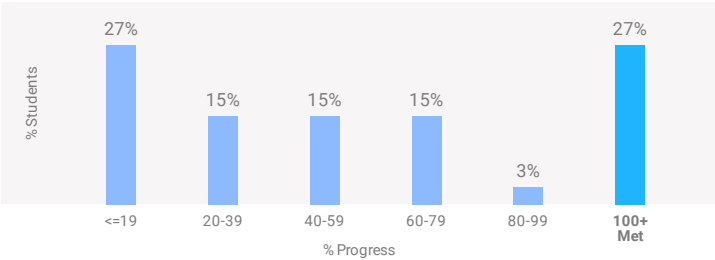
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 5 of 5

| Grade   | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 1 |                             |       |                            |       |                                    | 10/10                   |
| Grade 2 | <div><div></div></div> 41%  | 24%   | <div><div></div></div> 28% | 18%   | 35%                                | 17/17                   |
| Grade 3 | <div><div></div></div> 88%  | 45%   | <div><div></div></div> 58% | 45%   | 73%                                | 11/11                   |
| Grade 4 | <div><div></div></div> 85%  | 47%   | <div><div></div></div> 47% | 40%   | 53%                                | 15/15                   |
| Grade 5 | <div><div></div></div> 173% | 82%   | <div><div></div></div> 74% | 27%   | 82%                                | 22/23                   |



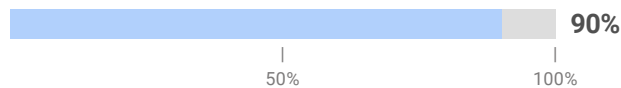
# Diagnostic Growth

School  
Subject  
Student  
Academic Year  
English Learner  
Comparison Diagnostic

MONTAGUE CHARTER ACADEMY  
Math  
2021 - 2022  
Yes - English Learner  
Final Diagnostic

Students Assessed/Total: 319/325

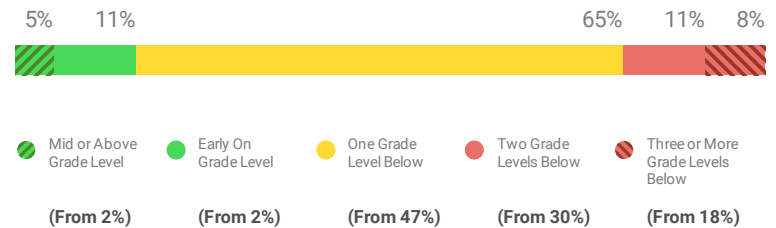
## Progress to Annual Typical Growth (Median)



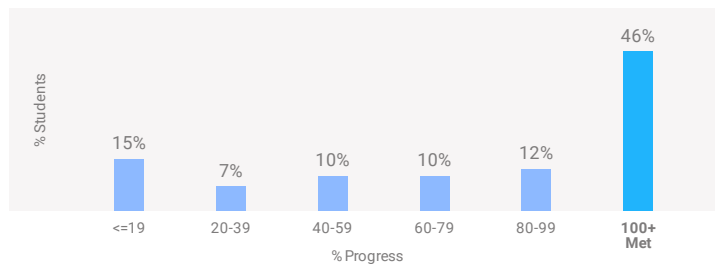
The median percent progress towards Typical Growth for this school is 90%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

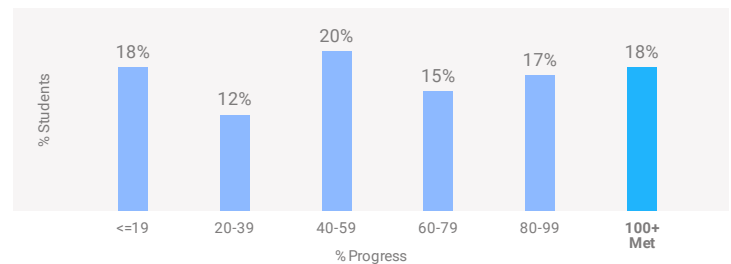
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By


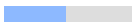
Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 56%                   | 31%   | 46%                    | 20%   | 23%                                | 65/67                   |
| Grade 1 | 95%                   | 48%   | 69%                    | 26%   | 42%                                | 62/62                   |
| Grade 2 | 87%                   | 45%   | 61%                    | 16%   | 46%                                | 56/56                   |
| Grade 3 | 119%                  | 58%   | 71%                    | 20%   | 75%                                | 55/58                   |
| Grade 4 | 100%                  | 52%   | 58%                    | 10%   | 63%                                | 48/48                   |

# Diagnostic Growth

**School** MONTAGUE CHARTER ACADEMY  
**Subject** Math  
**Student**  
**Academic Year** 2021 - 2022  
**English Learner** Yes - English Learner  
**Comparison Diagnostic** Final Diagnostic

| Grade   | Annual Typical Growth   |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|---|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)   | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade 5 |  95% | 48%   |  46% | 12%   | 64%                                | 33/34                   |



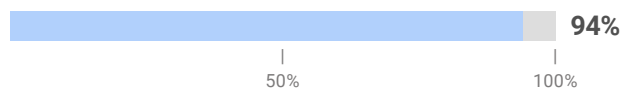
# Diagnostic Growth

School  
Subject  
Student  
Academic Year  
Special Education  
Comparison Diagnostic

MONTAGUE CHARTER ACADEMY  
Math  
2021 - 2022  
Yes - Special Education  
Final Diagnostic

Students Assessed/Total: 122/126

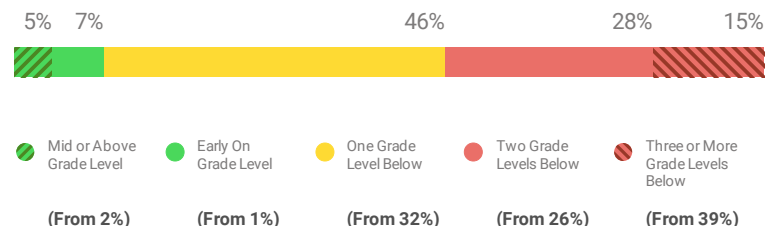
## Progress to Annual Typical Growth (Median)



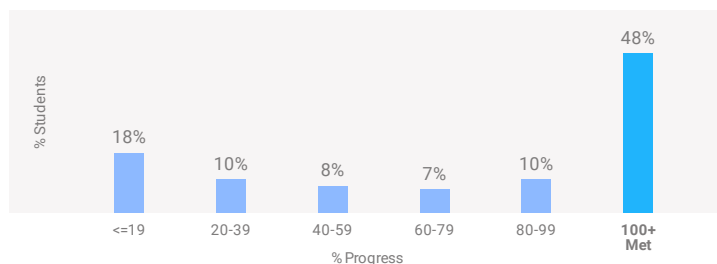
The median percent progress towards Typical Growth for this school is 94%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

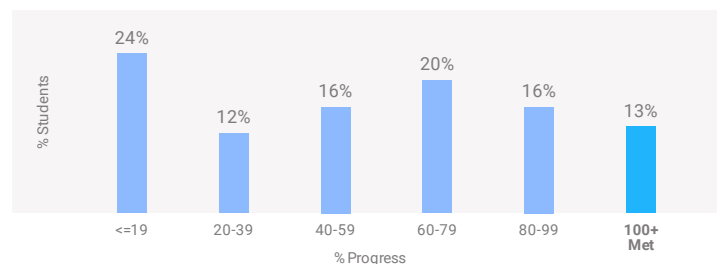
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By



Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 55%                   | 22%   | 45%                    | 17%   | 22%                                | 18/20                   |
| Grade 1 | 98%                   | 50%   | 66%                    | 19%   | 56%                                | 16/16                   |
| Grade 2 | 79%                   | 36%   | 55%                    | 0%    | 23%                                | 22/22                   |
| Grade 3 | 100%                  | 52%   | 55%                    | 15%   | 63%                                | 27/28                   |
| Grade 4 | 108%                  | 62%   | 60%                    | 10%   | 62%                                | 21/22                   |

# Diagnostic Growth

**School** MONTAGUE CHARTER ACADEMY  
**Subject** Math  
**Student**  
**Academic Year** 2021 - 2022  
**Special Education** Yes - Special Education  
**Comparison Diagnostic** Final Diagnostic

| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade 5 |  143% | 61%   |  70% | 22%   | 61%                                | 18/18                   |



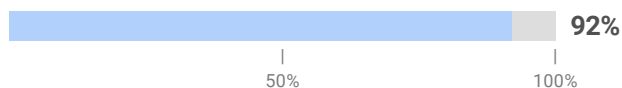
# Diagnostic Growth

School  
Subject  
Academic Year  
Economically  
Disadvantaged  
Comparison Diagnostic

MONTAGUE CHARTER ACADEMY  
Math  
2021 - 2022  
Yes - Economically Disadvantaged  
Final Diagnostic

Students Assessed/Total: 599/614

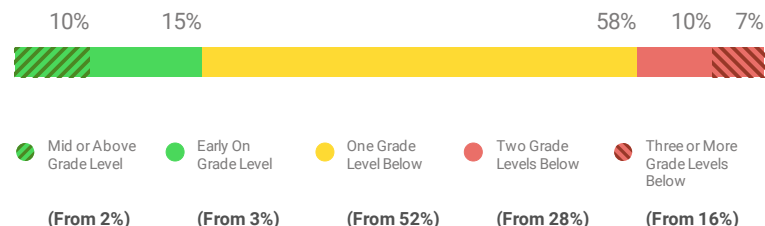
## Progress to Annual Typical Growth (Median)



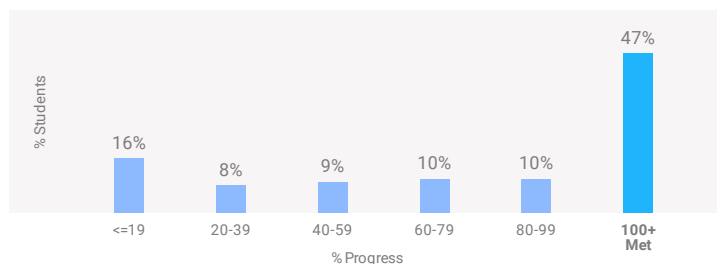
The median percent progress towards Typical Growth for this school is 92%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

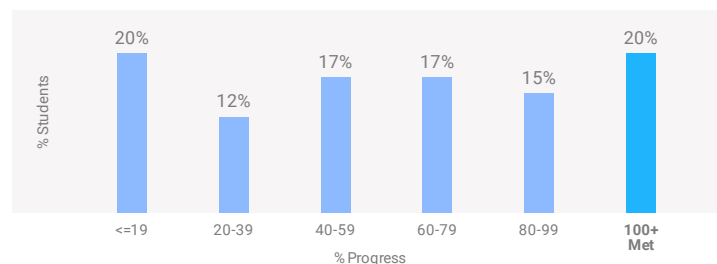
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By



Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 55%                   | 27%   | 44%                    | 21%   | 27%                                | 110/117                 |
| Grade 1 | 97%                   | 49%   | 70%                    | 28%   | 44%                                | 93/94                   |
| Grade 2 | 85%                   | 43%   | 56%                    | 18%   | 44%                                | 105/106                 |
| Grade 3 | 112%                  | 58%   | 75%                    | 21%   | 70%                                | 99/103                  |
| Grade 4 | 96%                   | 49%   | 59%                    | 12%   | 62%                                | 106/107                 |

# Diagnostic Growth

**School** MONTAGUE CHARTER ACADEMY  
**Subject** Math  
**Academic Year** 2021 - 2022  
**Economically Disadvantaged** Yes - Economically Disadvantaged  
**Comparison Diagnostic** Final Diagnostic

| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade 5 |  122% | 63%   |  63% | 23%   | 70%                                | 86/87                   |



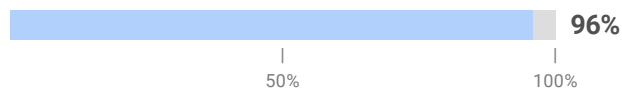
# Diagnostic Growth

School  
Subject  
Student  
Academic Year  
Comparison Diagnostic

MONTAGUE CHARTER ACADEMY  
Math  
2021 - 2022  
Final Diagnostic

Students Assessed/Total: **770/787**

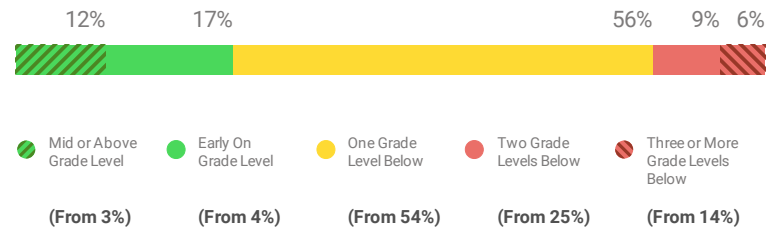
## Progress to Annual Typical Growth (Median)



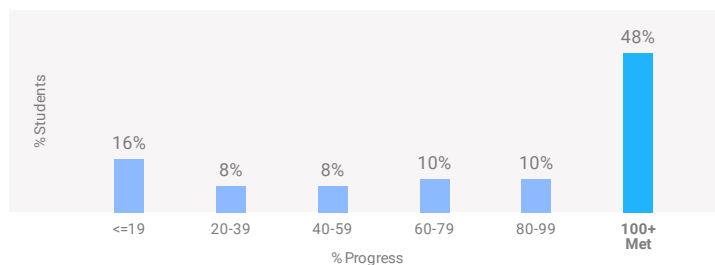
The median percent progress towards Typical Growth for this school is 96%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

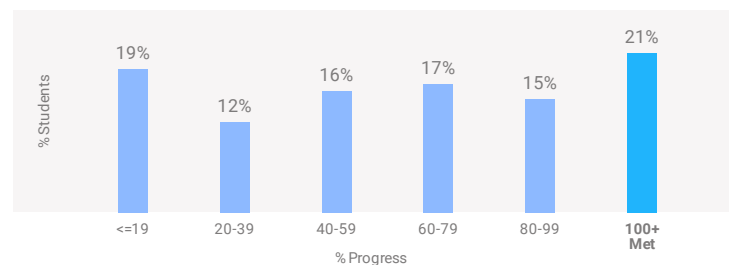
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By  
Grade



Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 57%                   | 30%   | 46%                    | 22%   | 28%                                | 137/145                 |
| Grade 1 | 103%                  | 52%   | 73%                    | 29%   | 47%                                | 125/127                 |
| Grade 2 | 87%                   | 45%   | 59%                    | 18%   | 46%                                | 132/133                 |
| Grade 3 | 108%                  | 56%   | 71%                    | 20%   | 68%                                | 122/126                 |
| Grade 4 | 98%                   | 50%   | 60%                    | 13%   | 64%                                | 136/137                 |



# Diagnostic Growth

School MONTAGUE CHARTER ACADEMY  
 Subject Math  
 Student  
 Academic Year 2021 - 2022  
 Comparison Diagnostic Final Diagnostic

| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade 5 |  122% | 58%   |  63% | 25%   | 68%                                | 118/119                 |



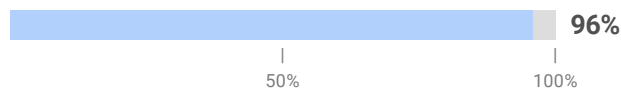
# Diagnostic Growth

School  
Subject  
Academic Year  
Hispanic or Latino  
Comparison Diagnostic

MONTAGUE CHARTER ACADEMY  
Math  
2021 - 2022  
Yes - Hispanic or Latino  
Final Diagnostic

Students Assessed/Total: **728/741**

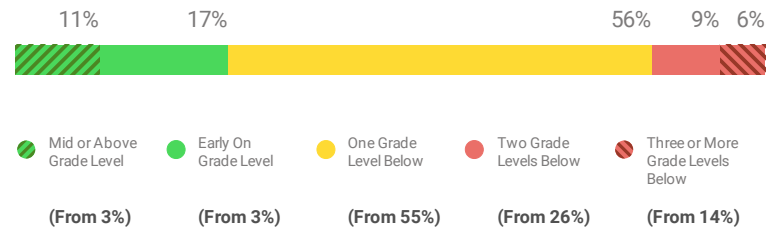
## Progress to Annual Typical Growth (Median)



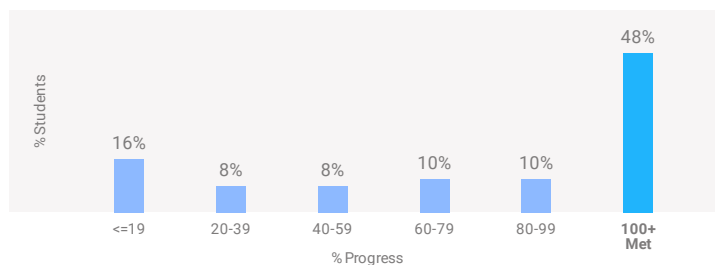
The median percent progress towards Typical Growth for this school is 96%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

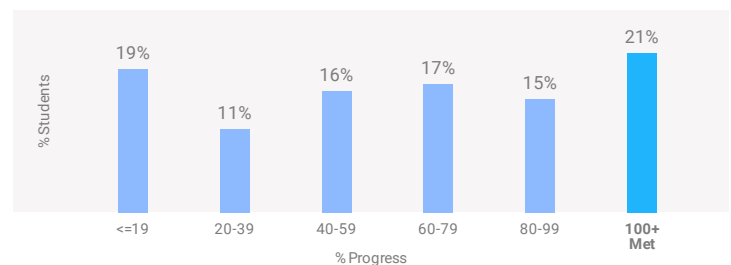
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By


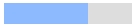
Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 63%                   | 31%   | 49%                    | 23%   | 29%                                | 127/133                 |
| Grade 1 | 103%                  | 52%   | 73%                    | 28%   | 47%                                | 117/118                 |
| Grade 2 | 86%                   | 44%   | 57%                    | 17%   | 45%                                | 126/127                 |
| Grade 3 | 108%                  | 56%   | 71%                    | 19%   | 69%                                | 117/120                 |
| Grade 4 | 96%                   | 49%   | 60%                    | 13%   | 64%                                | 127/128                 |

# Diagnostic Growth

**School** MONTAGUE CHARTER ACADEMY  
**Subject** Math  
**Academic Year** 2021 - 2022  
**Hispanic or Latino** Yes - Hispanic or Latino  
**Comparison Diagnostic** Final Diagnostic

| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade 5 |  121% | 58%   |  63% | 25%   | 68%                                | 114/115                 |



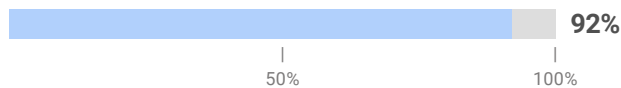
# Diagnostic Growth

School  
Subject  
Student  
Academic Year  
Hispanic or Latino  
Comparison Diagnostic

MONTAGUE CHARTER ACADEMY  
Reading  
2021 - 2022  
Yes - Hispanic or Latino  
Final Diagnostic

Students Assessed/Total: **728/741**

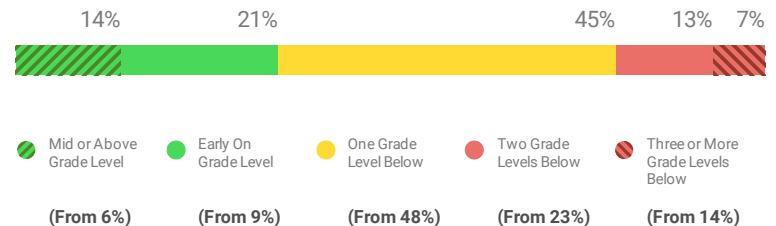
## Progress to Annual Typical Growth (Median)



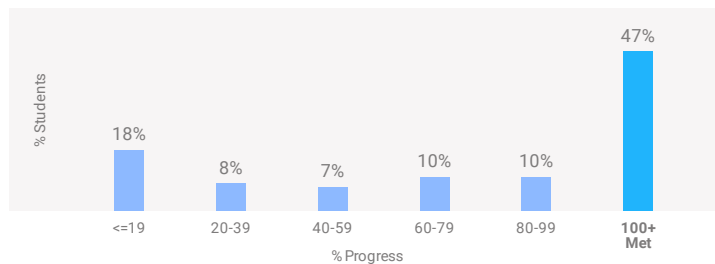
The median percent progress towards Typical Growth for this school is 92%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

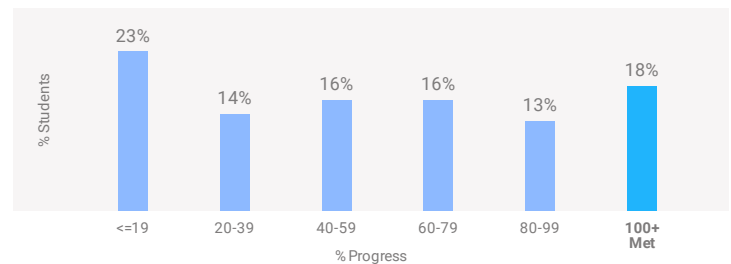
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By



Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 61%                   | 20%   | 45%                    | 6%    | 37%                                | 128/133                 |
| Grade 1 | 95%                   | 49%   | 66%                    | 15%   | 47%                                | 118/118                 |
| Grade 2 | 87%                   | 41%   | 52%                    | 19%   | 56%                                | 126/127                 |
| Grade 3 | 112%                  | 58%   | 62%                    | 18%   | 62%                                | 117/120                 |
| Grade 4 | 105%                  | 52%   | 56%                    | 26%   | 43%                                | 127/128                 |

# Diagnostic Growth

**School** MONTAGUE CHARTER ACADEMY  
**Subject** Reading  
**Student**  
**Academic Year** 2021 - 2022  
**Hispanic or Latino** Yes - Hispanic or Latino  
**Comparison Diagnostic** Final Diagnostic

| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade 5 |  148% | 64%   |  62% | 27%   | 62%                                | 112/115                 |



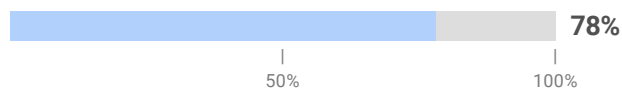
# Diagnostic Growth

School  
Subject  
Academic Year  
Economically  
Disadvantaged  
Comparison Diagnostic

MONTAGUE CHARTER ACADEMY  
Reading  
2022 - 2023  
Yes - Economically Disadvantaged  
Most Recent

Students Assessed/Total: 619/637

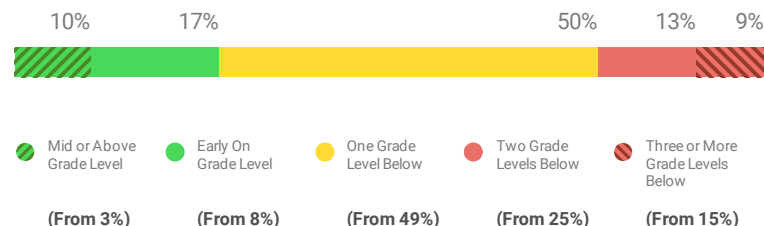
## Progress to Annual Typical Growth (Median)



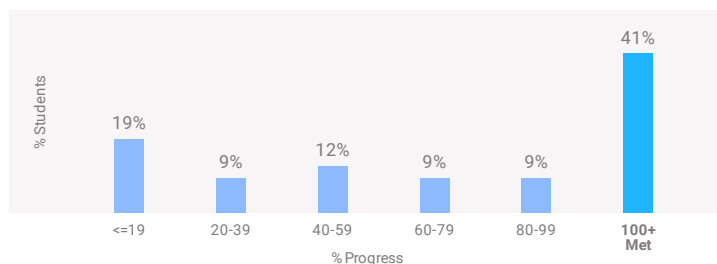
The median percent progress towards Typical Growth for this school is 78%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

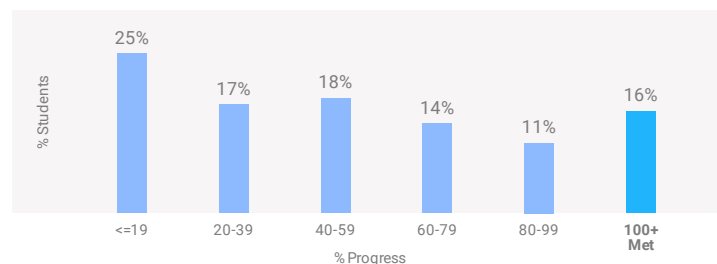
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By



Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 47%                   | 15%   | 34%                    | 6%    | 25%                                | 102/105                 |
| Grade 1 | 73%                   | 29%   | 52%                    | 9%    | 34%                                | 114/119                 |
| Grade 2 | 72%                   | 40%   | 46%                    | 18%   | 55%                                | 93/96                   |
| Grade 3 | 115%                  | 60%   | 65%                    | 17%   | 65%                                | 100/102                 |
| Grade 4 | 102%                  | 54%   | 51%                    | 25%   | 46%                                | 106/109                 |

# Diagnostic Growth

**School** MONTAGUE CHARTER ACADEMY  
**Subject** Reading  
**Academic Year** 2022 - 2023  
**Economically Disadvantaged** Yes - Economically Disadvantaged  
**Comparison Diagnostic** Most Recent

| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade 5 |  103% | 52%   |  48% | 19%   | 43%                                | 104/106                 |





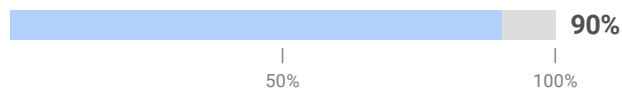
# Diagnostic Growth

School  
Subject  
Academic Year  
English Learner  
Comparison Diagnostic

MONTAGUE CHARTER ACADEMY  
Reading  
2021 - 2022  
Yes - English Learner  
Final Diagnostic

Students Assessed/Total: 320/325

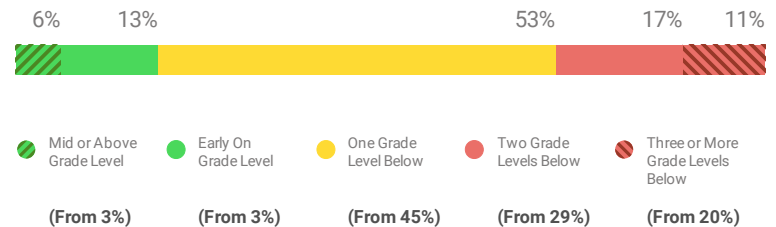
## Progress to Annual Typical Growth (Median)



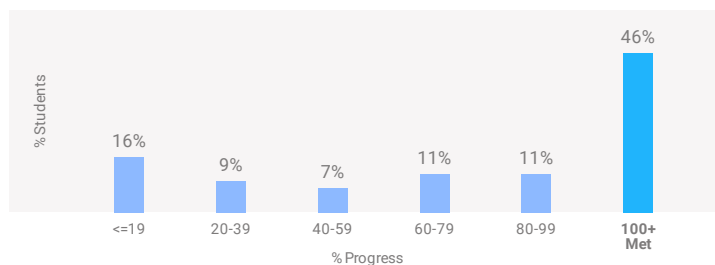
The median percent progress towards Typical Growth for this school is 90%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

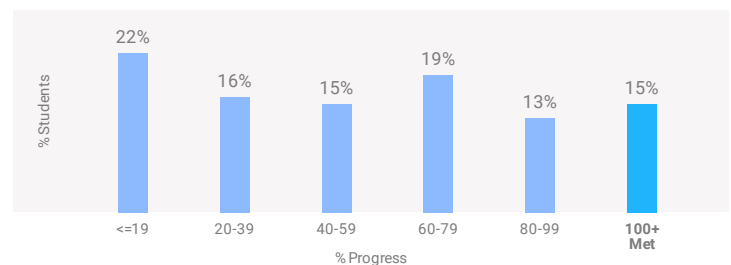
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®




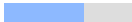
Choose to Show Results By  
Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 56%                   | 20%   | 41%                    | 6%    | 30%                                | 66/67                   |
| Grade 1 | 99%                   | 50%   | 68%                    | 11%   | 40%                                | 62/62                   |
| Grade 2 | 84%                   | 41%   | 50%                    | 16%   | 52%                                | 56/56                   |
| Grade 3 | 109%                  | 58%   | 62%                    | 16%   | 60%                                | 55/58                   |
| Grade 4 | 122%                  | 54%   | 56%                    | 29%   | 48%                                | 48/48                   |

# Diagnostic Growth

**School** MONTAGUE CHARTER ACADEMY  
**Subject** Reading  
**Academic Year** 2021 - 2022  
**English Learner** Yes - English Learner  
**Comparison Diagnostic** Final Diagnostic

| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade 5 |  140% | 70%   |  60% | 15%   | 67%                                | 33/34                   |



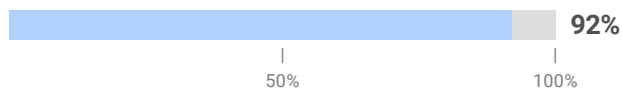
# Diagnostic Growth

School  
Subject  
Student  
Academic Year  
Comparison Diagnostic

MONTAGUE CHARTER ACADEMY  
Reading  
2021 - 2022  
Final Diagnostic

Students Assessed/Total: 770/787

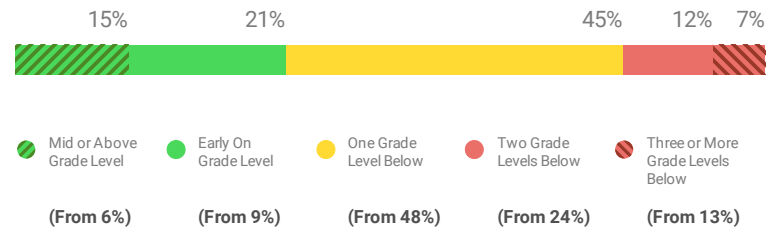
## Progress to Annual Typical Growth (Median)



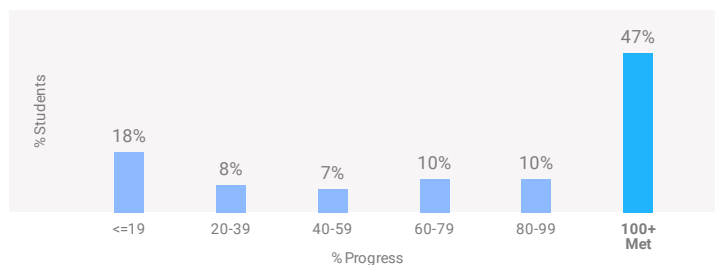
The median percent progress towards Typical Growth for this school is 92%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

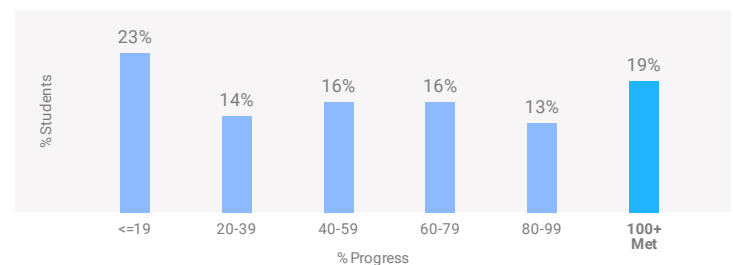
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®





Choose to Show Results By  
Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 61%                   | 21%   | 45%                    | 8%    | 38%                                | 138/145                 |
| Grade 1 | 98%                   | 50%   | 67%                    | 17%   | 48%                                | 126/127                 |
| Grade 2 | 88%                   | 42%   | 52%                    | 20%   | 58%                                | 132/133                 |
| Grade 3 | 109%                  | 57%   | 59%                    | 17%   | 61%                                | 122/126                 |
| Grade 4 | 108%                  | 52%   | 56%                    | 25%   | 43%                                | 136/137                 |

# Diagnostic Growth

**School** MONTAGUE CHARTER ACADEMY  
**Subject** Reading  
**Student**  
**Academic Year** 2021 - 2022  
**Comparison Diagnostic** Final Diagnostic

| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade 5 |  150% | 65%   |  63% | 27%   | 62%                                | 116/119                 |



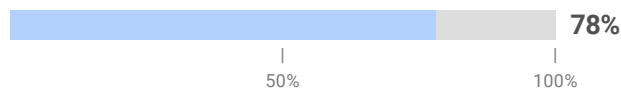
# Diagnostic Growth

School  
Subject  
Academic Year  
Special Education  
Comparison Diagnostic

MONTAGUE CHARTER ACADEMY  
Reading  
2021 - 2022  
Yes - Special Education  
Final Diagnostic

Students Assessed/Total: 122/126

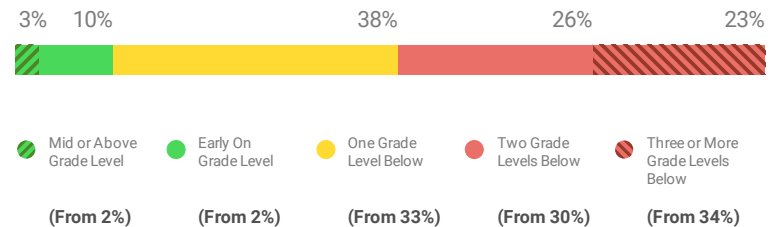
## Progress to Annual Typical Growth (Median)



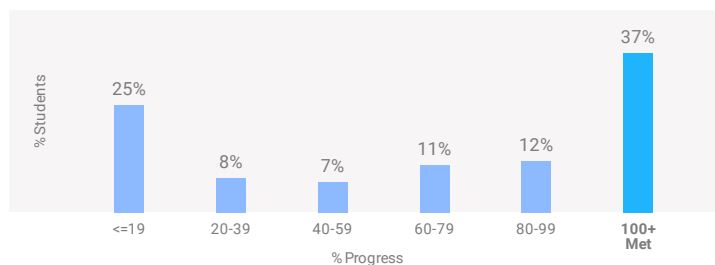
The median percent progress towards Typical Growth for this school is 78%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

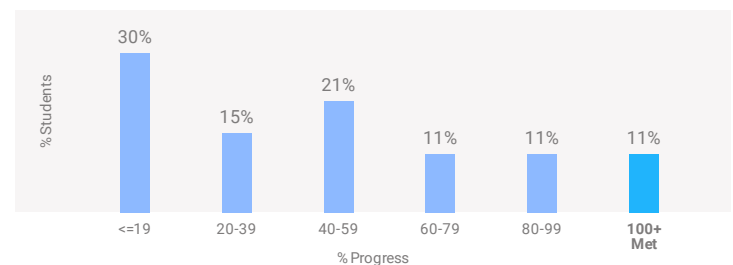
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®




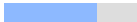
Choose to Show Results By  
Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 56%                   | 22%   | 41%                    | 6%    | 28%                                | 18/20                   |
| Grade 1 | 85%                   | 25%   | 54%                    | 6%    | 50%                                | 16/16                   |
| Grade 2 | 41%                   | 27%   | 24%                    | 9%    | 41%                                | 22/22                   |
| Grade 3 | 88%                   | 44%   | 41%                    | 7%    | 52%                                | 27/28                   |
| Grade 4 | 64%                   | 33%   | 29%                    | 14%   | 43%                                | 21/22                   |

# Diagnostic Growth

**School** MONTAGUE CHARTER ACADEMY  
**Subject** Reading  
**Academic Year** 2021 - 2022  
**Special Education** Yes - Special Education  
**Comparison Diagnostic** Final Diagnostic

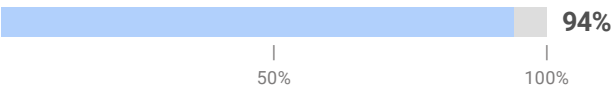
| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade 5 |  165% | 67%   |  70% | 28%   | 61%                                | 18/18                   |



|                            |                                  |
|----------------------------|----------------------------------|
| School                     | MONTAGUE CHARTER ACADEMY         |
| Subject                    | Math                             |
| Academic Year              | 2022 - 2023                      |
| Economically Disadvantaged | Yes - Economically Disadvantaged |
| Comparison Diagnostic      | Final Diagnostic                 |

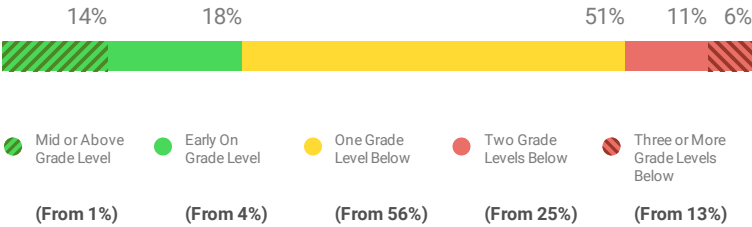
Students Assessed/Total: 625/632

Progress to Annual Typical Growth (Median)

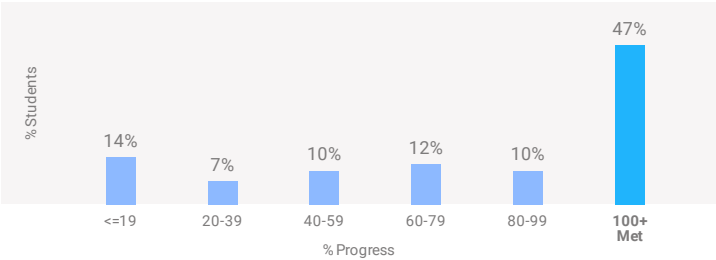


The median percent progress towards Typical Growth for this school is 94%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

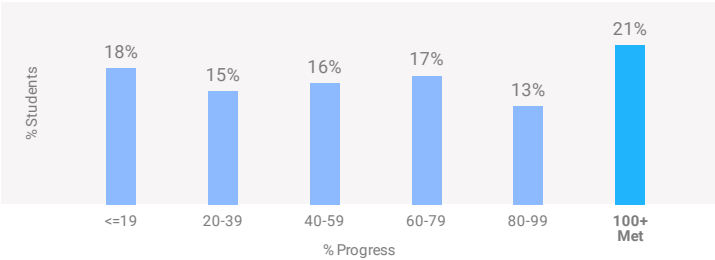
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 99%                   | 50%   | 78%                    | 33%   | 40%                                | 104/104                 |
| Grade 1 | 107%                  | 57%   | 78%                    | 34%   | 58%                                | 117/118                 |
| Grade 2 | 119%                  | 61%   | 78%                    | 29%   | 65%                                | 95/95                   |
| Grade 3 | 81%                   | 42%   | 53%                    | 14%   | 65%                                | 98/100                  |
| Grade 4 | 83%                   | 39%   | 53%                    | 5%    | 61%                                | 108/110                 |



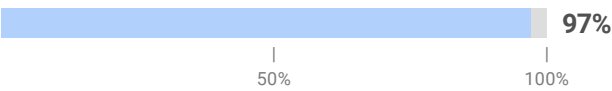
|                            |                                  |
|----------------------------|----------------------------------|
| School                     | MONTAGUE CHARTER ACADEMY         |
| Subject                    | Math                             |
| Academic Year              | 2022 - 2023                      |
| Economically Disadvantaged | Yes - Economically Disadvantaged |
| Comparison Diagnostic      | Final Diagnostic                 |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 65% | 33%   | <div><div></div></div> 35% | 10%   | 50%                                | 103/105                 |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Academic Year         | 2022 - 2023              |
| English Learner       | Yes - English Learner    |
| Comparison Diagnostic | Final Diagnostic         |

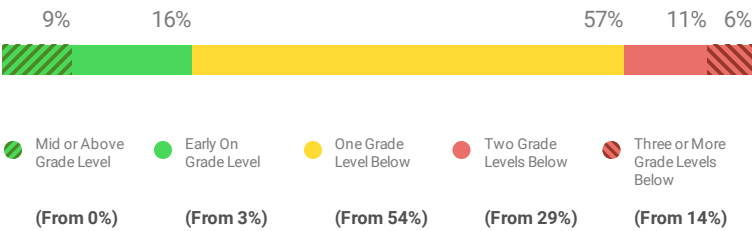
Students Assessed/Total: 340/343

Progress to Annual Typical Growth (Median)

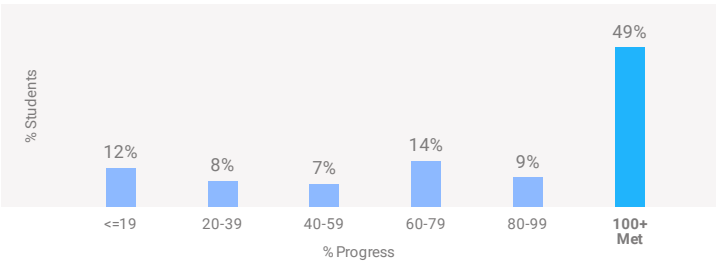


The median percent progress towards Typical Growth for this school is 97%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

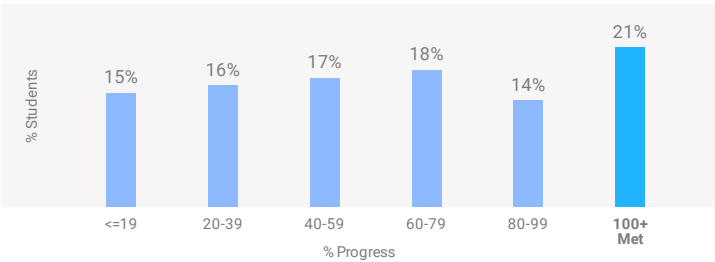
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



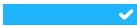









Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade K |  106% | 54%   |  87% | 36%   | 41%                                | 59/59                   |
| Grade 1 |  100% | 52%   |  76% | 28%   | 54%                                | 69/70                   |
| Grade 2 |  112% | 61%   |  73% | 27%   | 70%                                | 64/64                   |
| Grade 3 |  96%  | 49%   |  57% | 15%   | 64%                                | 55/56                   |
| Grade 4 |  83%  | 44%   |  43% | 7%    | 55%                                | 55/56                   |

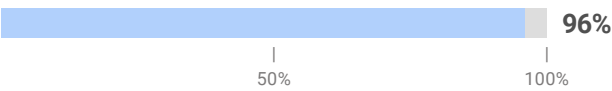
|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Academic Year         | 2022 - 2023              |
| English Learner       | Yes - English Learner    |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 61% | 26%   | <div><div></div></div> 32% | 8%    | 47%                                | 38/38                   |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Academic Year         | 2022 - 2023              |
| Hispanic or Latino    | Yes - Hispanic or Latino |
| Comparison Diagnostic | Final Diagnostic         |

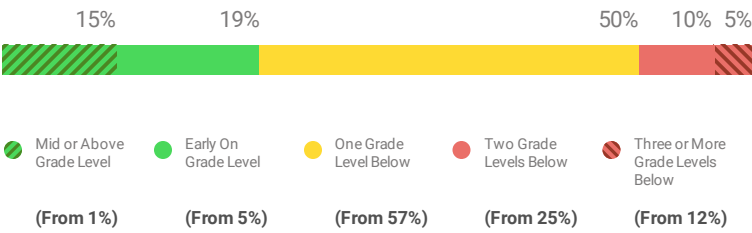
Students Assessed/Total: 751/756

Progress to Annual Typical Growth (Median)

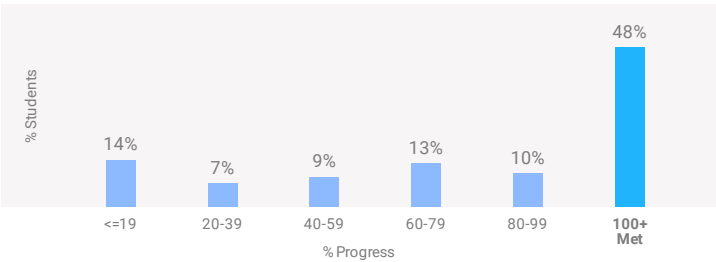


The median percent progress towards Typical Growth for this school is 96%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

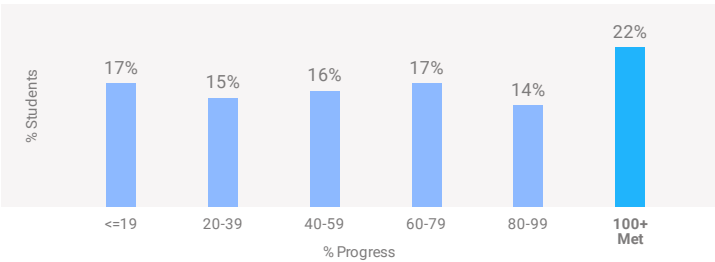
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



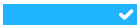









Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade K |  100% | 51%   |  82% | 33%   | 44%                                | 115/115                 |
| Grade 1 |  112% | 60%   |  83% | 35%   | 57%                                | 136/136                 |
| Grade 2 |  119% | 62%   |  79% | 30%   | 67%                                | 120/120                 |
| Grade 3 |  90%  | 44%   |  56% | 15%   | 62%                                | 124/125                 |
| Grade 4 |  83%  | 39%   |  49% | 8%    | 63%                                | 131/133                 |

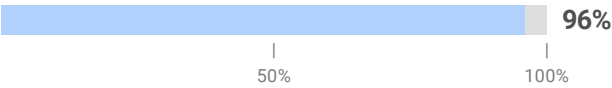
|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Academic Year         | 2022 - 2023              |
| Hispanic or Latino    | Yes - Hispanic or Latino |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 61% | 30%   | <div><div></div></div> 35% | 10%   | 51%                                | 125/127                 |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Academic Year         | 2022 - 2023              |
| Comparison Diagnostic | Final Diagnostic         |

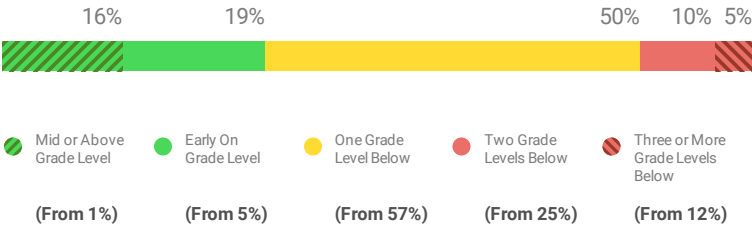
Students Assessed/Total: 788/795

Progress to Annual Typical Growth (Median)



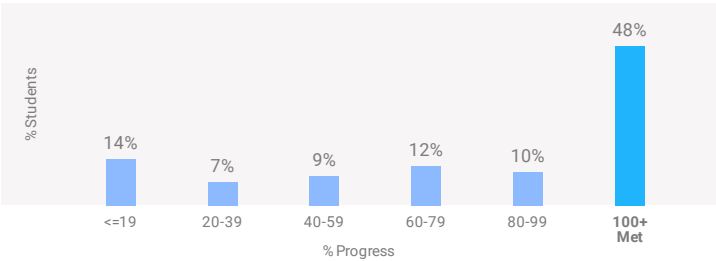
The median percent progress towards Typical Growth for this school is 96%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

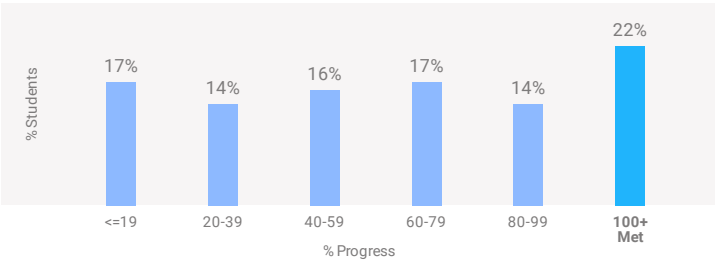


Mid or Above Grade Level (From 1%) Early On Grade Level (From 5%) One Grade Level Below (From 57%) Two Grade Levels Below (From 25%) Three or More Grade Levels Below (From 12%)

Distribution of Progress to Annual Typical Growth




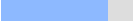





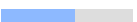


Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade K |  100% | 51%   |  81% | 33%   | 45%                                | 124/124                 |
| Grade 1 |  112% | 60%   |  83% | 36%   | 59%                                | 146/147                 |
| Grade 2 |  119% | 62%   |  78% | 30%   | 67%                                | 126/126                 |
| Grade 3 |  90%  | 45%   |  56% | 14%   | 62%                                | 127/129                 |
| Grade 4 |  83%  | 38%   |  49% | 8%    | 62%                                | 133/135                 |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Academic Year         | 2022 - 2023              |
| Comparison Diagnostic | Final Diagnostic         |

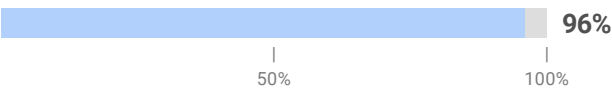
| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 61% | 31%   | <div><div></div></div> 35% | 10%   | 51%                                | 132/134                 |



|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Academic Year         | 2022 - 2023              |
| Special Education     | Yes - Special Education  |
| Comparison Diagnostic | Final Diagnostic         |

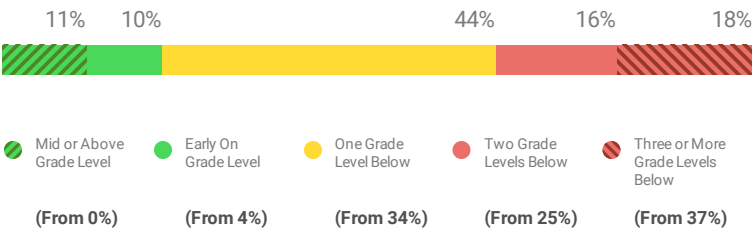
Students Assessed/Total: 117/118

Progress to Annual Typical Growth (Median)

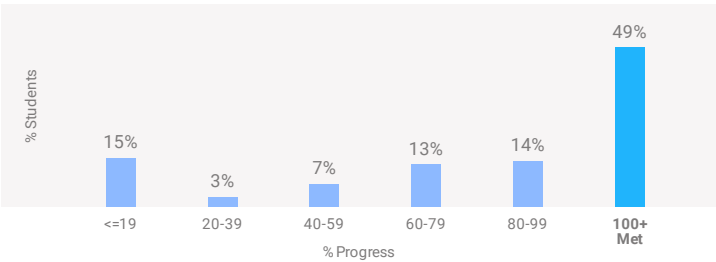


The median percent progress towards Typical Growth for this school is 96%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

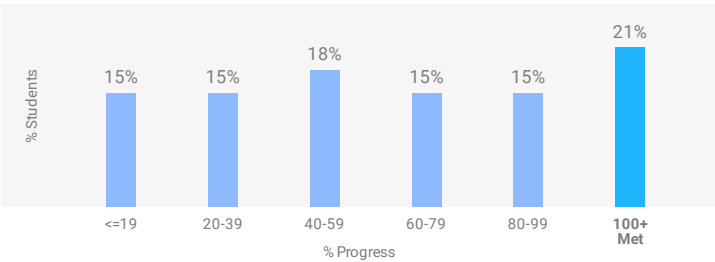
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth        |       | Annual Stretch Growth®       |       | % Students with Improved Placement | Students Assessed/Total |
|---------|------------------------------|-------|------------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)            | % Met | Progress (Median)            | % Met |                                    |                         |
| Grade K |                              |       |                              |       |                                    | 10/10                   |
| Grade 1 | <div><div></div>✓ 144%</div> | 65%   | <div><div></div>✓ 104%</div> | 55%   | 65%                                | 20/20                   |
| Grade 2 | <div><div></div>✓ 138%</div> | 71%   | <div><div></div>91%</div>    | 29%   | 71%                                | 14/14                   |
| Grade 3 | <div><div></div>96%</div>    | 43%   | <div><div></div>56%</div>    | 13%   | 70%                                | 23/23                   |
| Grade 4 | <div><div></div>✓ 100%</div> | 50%   | <div><div></div>58%</div>    | 14%   | 71%                                | 28/28                   |

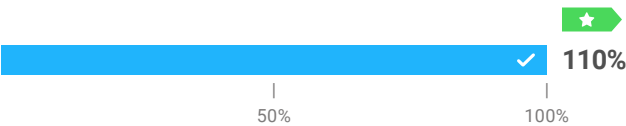
|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Academic Year         | 2022 - 2023              |
| Special Education     | Yes - Special Education  |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 56% | 27%   | <div><div></div></div> 32% | 0%    | 41%                                | 22/23                   |

|                            |                                  |
|----------------------------|----------------------------------|
| School                     | MONTAGUE CHARTER ACADEMY         |
| Subject                    | Reading                          |
| Academic Year              | 2022 - 2023                      |
| Economically Disadvantaged | Yes - Economically Disadvantaged |
| Comparison Diagnostic      | Final Diagnostic                 |

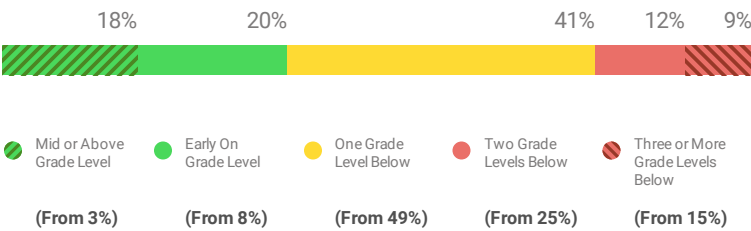
Students Assessed/Total: 626/632

Progress to Annual Typical Growth (Median)

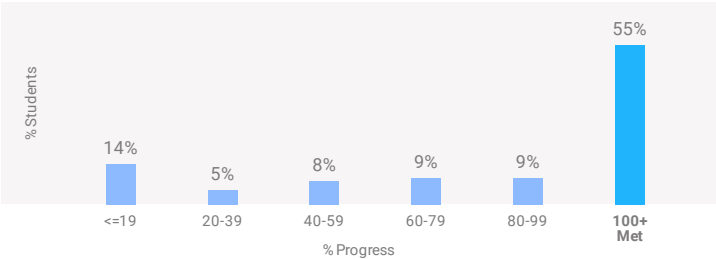


The median percent progress towards Typical Growth for this school is 110%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

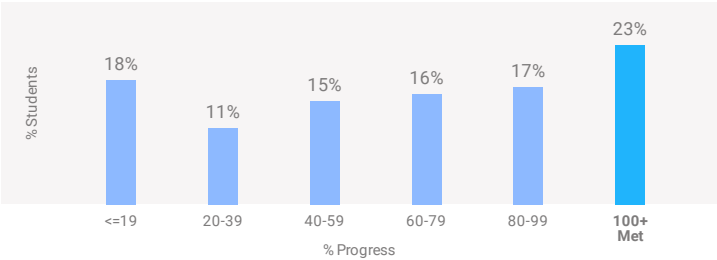
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 84%                   | 37%   | 61%                    | 13%   | 61%                                | 104/104                 |
| Grade 1 | 113%                  | 60%   | 85%                    | 30%   | 56%                                | 117/118                 |
| Grade 2 | 121%                  | 63%   | 79%                    | 31%   | 69%                                | 95/95                   |
| Grade 3 | 127%                  | 65%   | 70%                    | 22%   | 70%                                | 99/100                  |
| Grade 4 | 112%                  | 54%   | 53%                    | 25%   | 49%                                | 108/110                 |

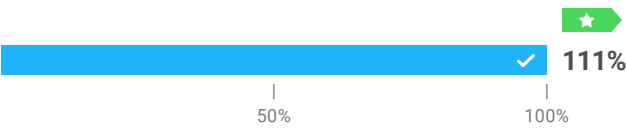
|                            |                                  |
|----------------------------|----------------------------------|
| School                     | MONTAGUE CHARTER ACADEMY         |
| Subject                    | Reading                          |
| Academic Year              | 2022 - 2023                      |
| Economically Disadvantaged | Yes - Economically Disadvantaged |
| Comparison Diagnostic      | Final Diagnostic                 |

| Grade   | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 106% | 52%   | <div><div></div></div> 49% | 19%   | 44%                                | 103/105                 |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Academic Year         | 2022 - 2023              |
| English Learner       | Yes - English Learner    |
| Comparison Diagnostic | Final Diagnostic         |

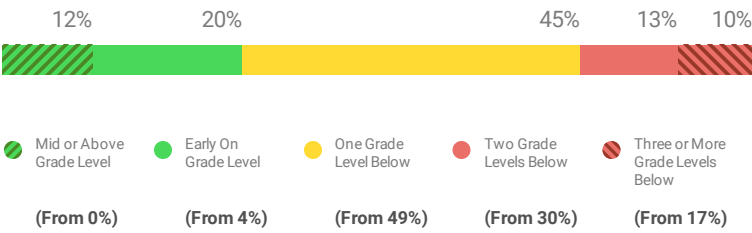
Students Assessed/Total: 341/343

Progress to Annual Typical Growth (Median)

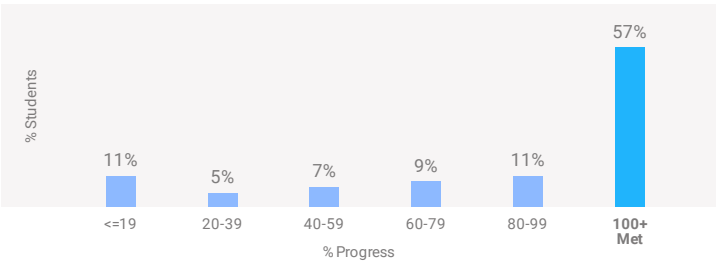


The median percent progress towards Typical Growth for this school is 111%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

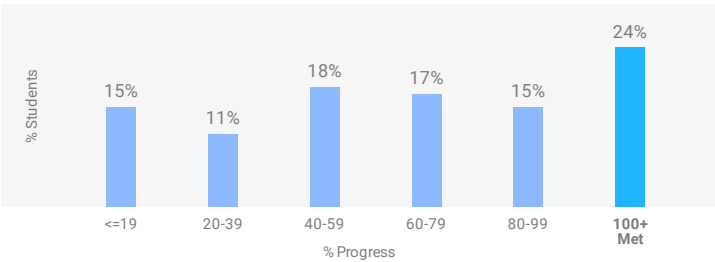
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 88%                   | 39%   | 64%                    | 15%   | 61%                                | 59/59                   |
| Grade 1 | 110%                  | 58%   | 79%                    | 33%   | 52%                                | 69/70                   |
| Grade 2 | 133%                  | 67%   | 83%                    | 34%   | 67%                                | 64/64                   |
| Grade 3 | 117%                  | 64%   | 69%                    | 16%   | 70%                                | 56/56                   |
| Grade 4 | 113%                  | 56%   | 53%                    | 18%   | 51%                                | 55/56                   |

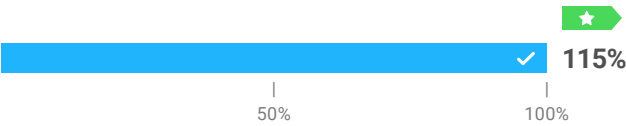
|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Academic Year         | 2022 - 2023              |
| English Learner       | Yes - English Learner    |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 100% | 53%   | <div><div></div></div> 43% | 24%   | 42%                                | 38/38                   |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Academic Year         | 2022 - 2023              |
| Hispanic or Latino    | Yes - Hispanic or Latino |
| Comparison Diagnostic | Final Diagnostic         |

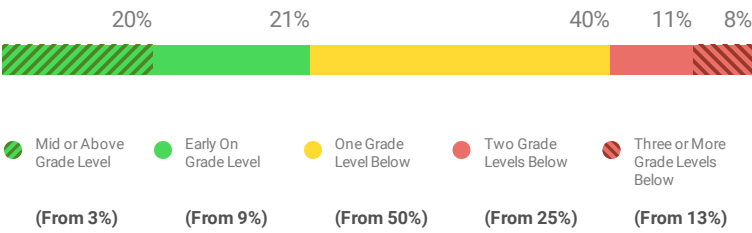
Students Assessed/Total: 751/756

Progress to Annual Typical Growth (Median)

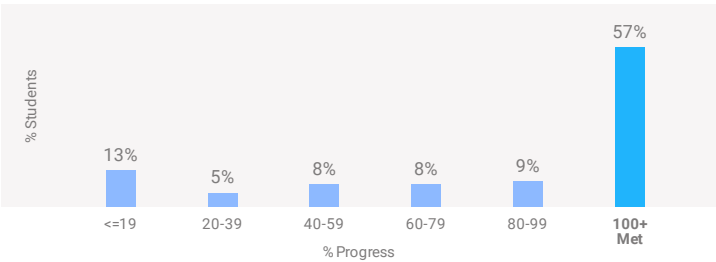


The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

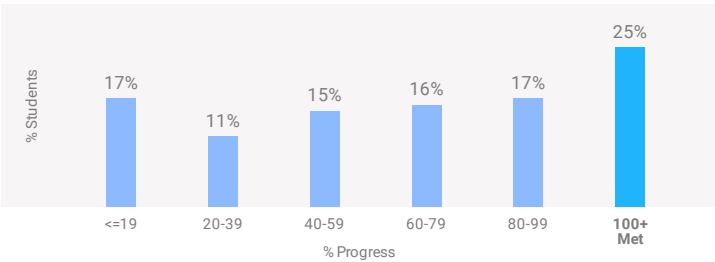
Current Placement Distribution



Distribution of Progress to Annual Typical Growth










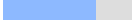

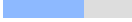
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade K |  86%  | 38%   |  63% | 16%   | 61%                                | 115/115                 |
| Grade 1 |  119% | 63%   |  88% | 35%   | 60%                                | 136/136                 |
| Grade 2 |  123% | 65%   |  81% | 33%   | 70%                                | 120/120                 |
| Grade 3 |  127% | 66%   |  71% | 22%   | 71%                                | 124/125                 |
| Grade 4 |  118% | 57%   |  61% | 23%   | 50%                                | 131/133                 |



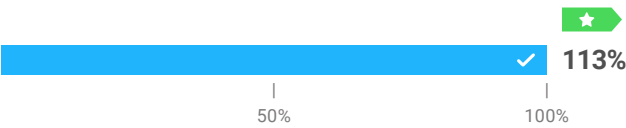
|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Academic Year         | 2022 - 2023              |
| Hispanic or Latino    | Yes - Hispanic or Latino |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth                  |       | Annual Stretch Growth®                |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---------------------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)                      | % Met | Progress (Median)                     | % Met |                                    |                         |
| Grade 5 | <div><div></div><div>✓</div>100%</div> | 50%   | <div><div></div><div></div></div> 43% | 21%   | 44%                                | 125/127                 |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Academic Year         | 2022 - 2023              |
| Comparison Diagnostic | Final Diagnostic         |

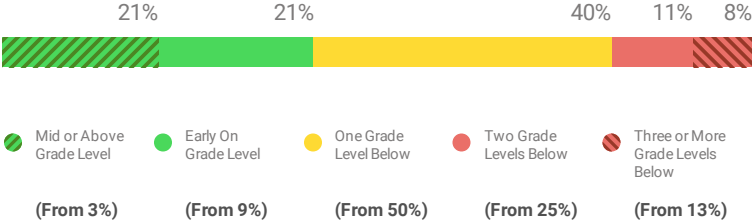
Students Assessed/Total: 789/795

Progress to Annual Typical Growth (Median)



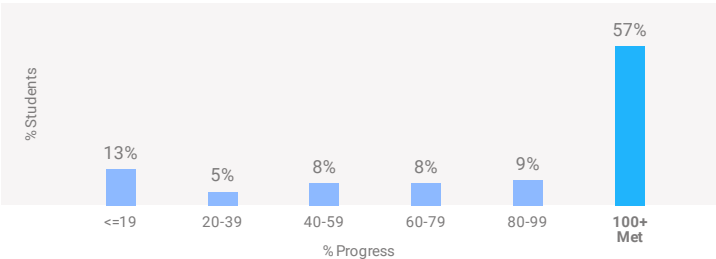
The median percent progress towards Typical Growth for this school is 113%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

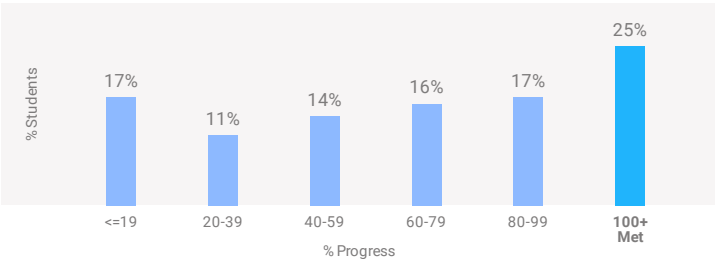


Mid or Above Grade Level (From 3%) Early On Grade Level (From 9%) One Grade Level Below (From 50%) Two Grade Levels Below (From 25%) Three or More Grade Levels Below (From 13%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 87%                   | 39%   | 63%                    | 15%   | 61%                                | 124/124                 |
| Grade 1 | 118%                  | 63%   | 87%                    | 34%   | 61%                                | 146/147                 |
| Grade 2 | 123%                  | 65%   | 81%                    | 33%   | 70%                                | 126/126                 |
| Grade 3 | 127%                  | 65%   | 70%                    | 21%   | 70%                                | 128/129                 |
| Grade 4 | 118%                  | 57%   | 61%                    | 23%   | 50%                                | 133/135                 |

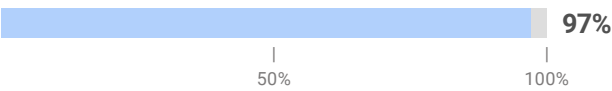
|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Academic Year         | 2022 - 2023              |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 98% | 50%   | <div><div></div></div> 43% | 20%   | 43%                                | 132/134                 |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Academic Year         | 2022 - 2023              |
| Special Education     | Yes - Special Education  |
| Comparison Diagnostic | Final Diagnostic         |

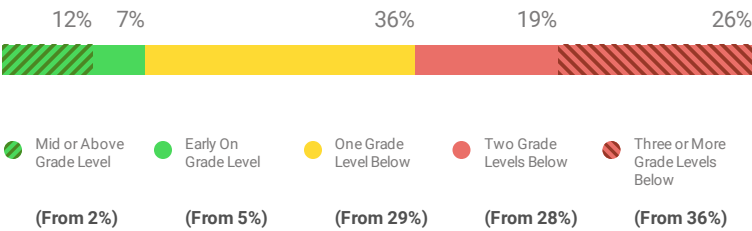
Students Assessed/Total: 117/118

Progress to Annual Typical Growth (Median)



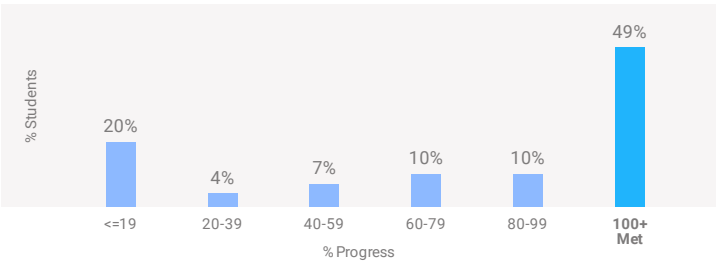
The median percent progress towards Typical Growth for this school is 97%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

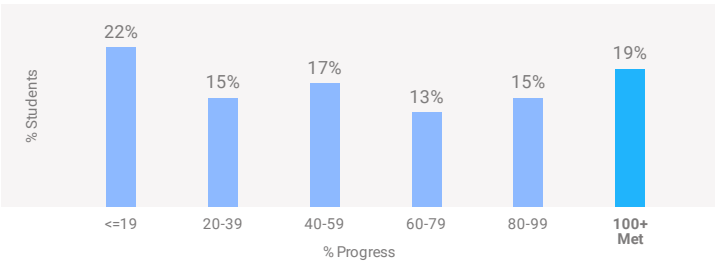


Mid or Above Grade Level (From 2%) Early On Grade Level (From 5%) One Grade Level Below (From 29%) Two Grade Levels Below (From 28%) Three or More Grade Levels Below (From 36%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth        |       | Annual Stretch Growth®    |       | % Students with Improved Placement | Students Assessed/Total |
|---------|------------------------------|-------|---------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)            | % Met | Progress (Median)         | % Met |                                    |                         |
| Grade K |                              |       |                           |       |                                    | 10/10                   |
| Grade 1 | <div><div></div>✓ 109%</div> | 60%   | <div><div></div>80%</div> | 30%   | 50%                                | 20/20                   |
| Grade 2 | <div><div></div>✓ 122%</div> | 71%   | <div><div></div>90%</div> | 21%   | 57%                                | 14/14                   |
| Grade 3 | <div><div></div>✓ 112%</div> | 65%   | <div><div></div>59%</div> | 17%   | 57%                                | 23/23                   |
| Grade 4 | <div><div></div>89%</div>    | 39%   | <div><div></div>42%</div> | 25%   | 50%                                | 28/28                   |

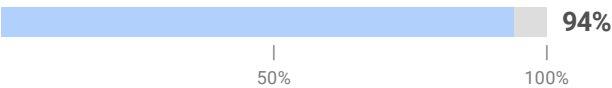
|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Academic Year         | 2022 - 2023              |
| Special Education     | Yes - Special Education  |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 53% | 36%   | <div><div></div></div> 22% | 9%    | 32%                                | 22/23                   |

|                            |                                  |
|----------------------------|----------------------------------|
| School                     | MONTAGUE CHARTER ACADEMY         |
| Subject                    | Math                             |
| Academic Year              | 2023 - 2024                      |
| Economically Disadvantaged | Yes - Economically Disadvantaged |
| Comparison Diagnostic      | Final Diagnostic                 |

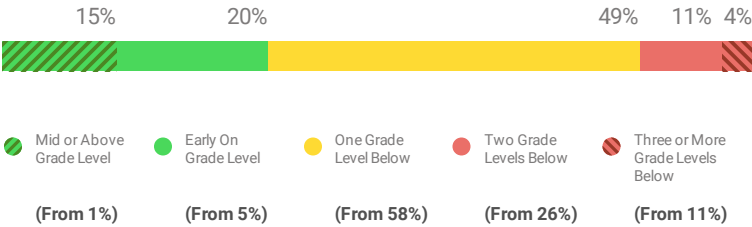
Students Assessed/Total: 664/674

Progress to Annual Typical Growth (Median)

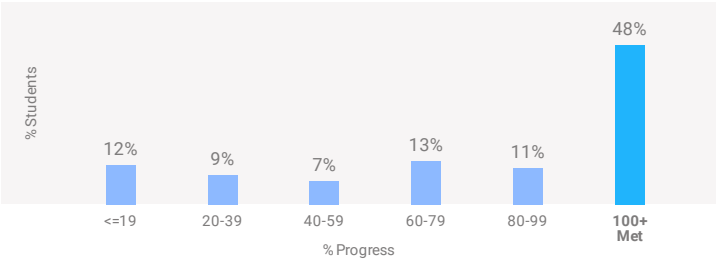


The median percent progress towards Typical Growth for this school is 94%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

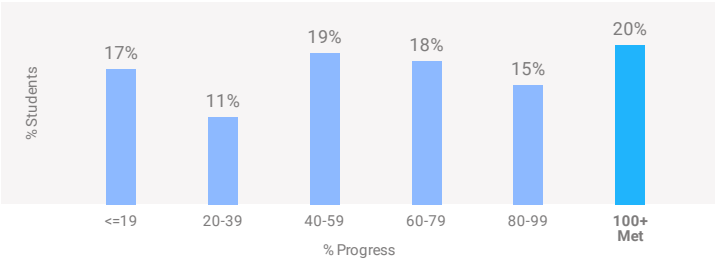
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



| Choose to Show Results By |                             |       |                            |       |                                    |                         |
|---------------------------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
| Grade                     |                             |       |                            |       |                                    |                         |
| Showing 6 of 6            |                             |       |                            |       |                                    |                         |
| Grade                     | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|                           | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade K                   | <div><div></div></div> 99%  | 50%   | <div><div></div></div> 79% | 27%   | 46%                                | 98/99                   |
| Grade 1                   | <div><div></div></div> 103% | 51%   | <div><div></div></div> 73% | 26%   | 50%                                | 111/111                 |
| Grade 2                   | <div><div></div></div> 127% | 68%   | <div><div></div></div> 83% | 35%   | 76%                                | 127/127                 |
| Grade 3                   | <div><div></div></div> 90%  | 43%   | <div><div></div></div> 59% | 14%   | 68%                                | 102/106                 |
| Grade 4                   | <div><div></div></div> 78%  | 40%   | <div><div></div></div> 49% | 10%   | 61%                                | 112/115                 |

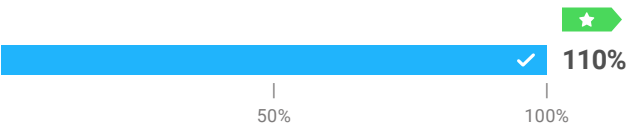
|                            |                                  |
|----------------------------|----------------------------------|
| School                     | MONTAGUE CHARTER ACADEMY         |
| Subject                    | Math                             |
| Academic Year              | 2023 - 2024                      |
| Economically Disadvantaged | Yes - Economically Disadvantaged |
| Comparison Diagnostic      | Final Diagnostic                 |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 61% | 34%   | <div><div></div></div> 32% | 7%    | 50%                                | 114/116                 |

|                            |                                  |
|----------------------------|----------------------------------|
| School                     | MONTAGUE CHARTER ACADEMY         |
| Subject                    | Reading                          |
| Academic Year              | 2023 - 2024                      |
| Economically Disadvantaged | Yes - Economically Disadvantaged |
| Comparison Diagnostic      | Final Diagnostic                 |

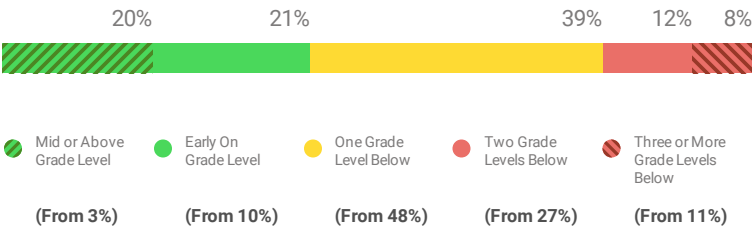
Students Assessed/Total: 664/674

Progress to Annual Typical Growth (Median)

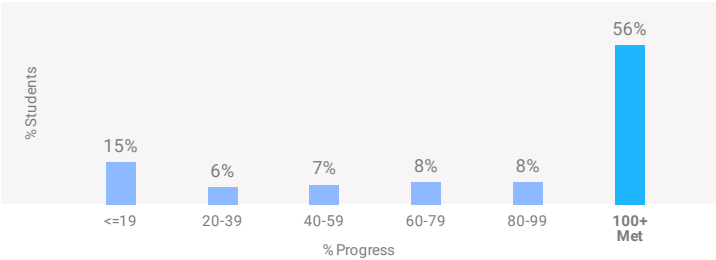


The median percent progress towards Typical Growth for this school is 110%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

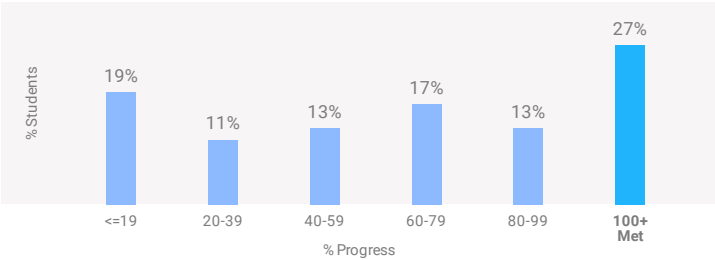
Current Placement Distribution



Distribution of Progress to Annual Typical Growth












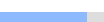
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade K |  102% | 51%   |  75% | 29%   | 60%                                | 99/99                   |
| Grade 1 |  110% | 59%   |  76% | 34%   | 63%                                | 111/111                 |
| Grade 2 |  129% | 67%   |  80% | 34%   | 67%                                | 126/127                 |
| Grade 3 |  104% | 51%   |  60% | 19%   | 58%                                | 102/106                 |
| Grade 4 |  129% | 65%   |  67% | 29%   | 50%                                | 112/115                 |



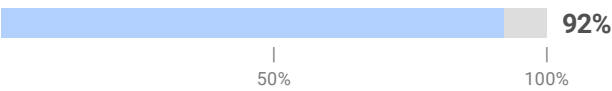
|                            |                                  |
|----------------------------|----------------------------------|
| School                     | MONTAGUE CHARTER ACADEMY         |
| Subject                    | Reading                          |
| Academic Year              | 2023 - 2024                      |
| Economically Disadvantaged | Yes - Economically Disadvantaged |
| Comparison Diagnostic      | Final Diagnostic                 |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 75% | 42%   | <div><div></div></div> 35% | 13%   | 43%                                | 114/116                 |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Academic Year         | 2023 - 2024              |
| English Learner       | Yes - English Learner    |
| Comparison Diagnostic | Final Diagnostic         |

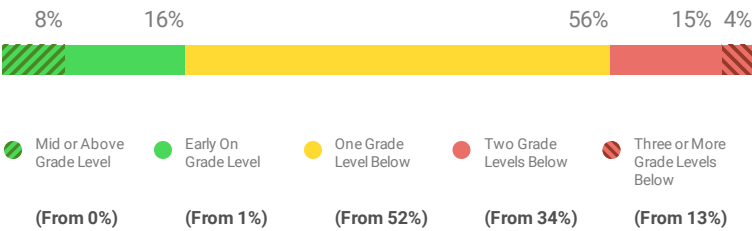
Students Assessed/Total: 297/301

Progress to Annual Typical Growth (Median)



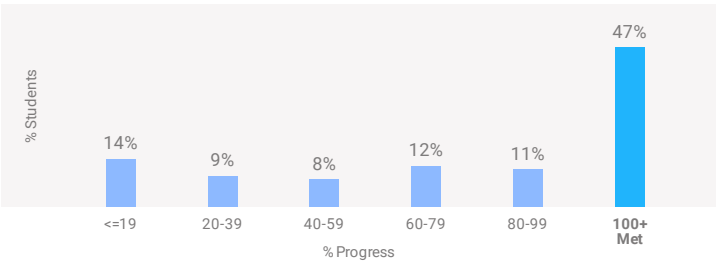
The median percent progress towards Typical Growth for this school is 92%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

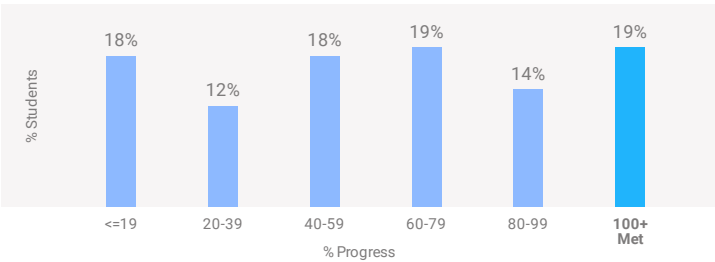


Mid or Above Grade Level (From 0%) Early On Grade Level (From 1%) One Grade Level Below (From 52%) Two Grade Levels Below (From 34%) Three or More Grade Levels Below (From 13%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 98%                   | 50%   | 78%                    | 20%   | 39%                                | 44/44                   |
| Grade 1 | 90%                   | 43%   | 65%                    | 24%   | 47%                                | 51/51                   |
| Grade 2 | 128%                  | 69%   | 80%                    | 37%   | 76%                                | 62/62                   |
| Grade 3 | 81%                   | 40%   | 55%                    | 10%   | 67%                                | 58/59                   |
| Grade 4 | 70%                   | 37%   | 41%                    | 9%    | 53%                                | 43/46                   |

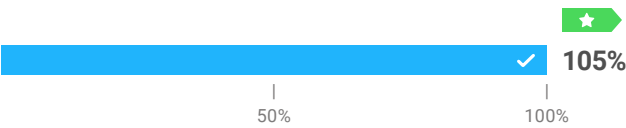
|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Academic Year         | 2023 - 2024              |
| English Learner       | Yes - English Learner    |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 50% | 33%   | <div><div></div></div> 26% | 5%    | 46%                                | 39/39                   |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Academic Year         | 2023 - 2024              |
| English Learner       | Yes - English Learner    |
| Comparison Diagnostic | Final Diagnostic         |

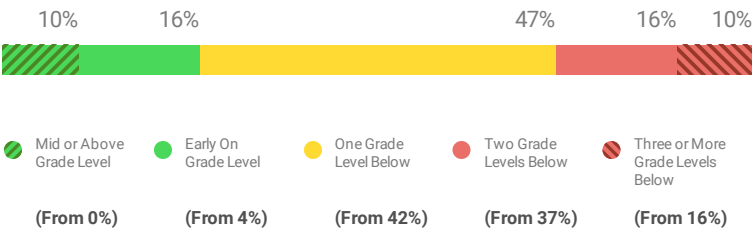
Students Assessed/Total: 297/301

Progress to Annual Typical Growth (Median)

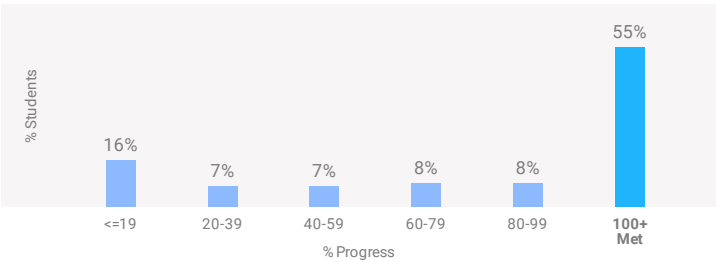


The median percent progress towards Typical Growth for this school is 105%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

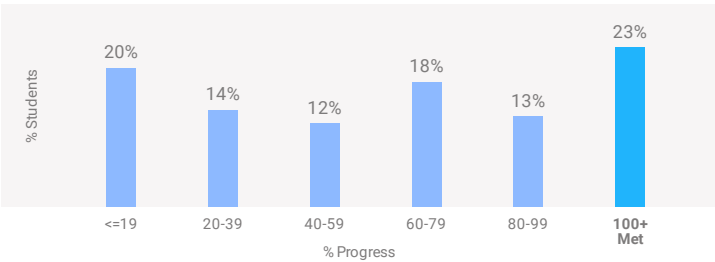
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 96%                   | 48%   | 70%                    | 27%   | 55%                                | 44/44                   |
| Grade 1 | 104%                  | 59%   | 73%                    | 25%   | 61%                                | 51/51                   |
| Grade 2 | 139%                  | 68%   | 79%                    | 32%   | 66%                                | 62/62                   |
| Grade 3 | 75%                   | 47%   | 40%                    | 14%   | 53%                                | 58/59                   |
| Grade 4 | 121%                  | 65%   | 56%                    | 26%   | 47%                                | 43/46                   |

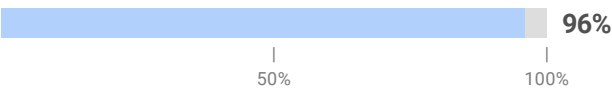
|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Academic Year         | 2023 - 2024              |
| English Learner       | Yes - English Learner    |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 75% | 36%   | <div><div></div></div> 32% | 10%   | 36%                                | 39/39                   |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Academic Year         | 2023 - 2024              |
| Hispanic or Latino    | Yes - Hispanic or Latino |
| Comparison Diagnostic | Final Diagnostic         |

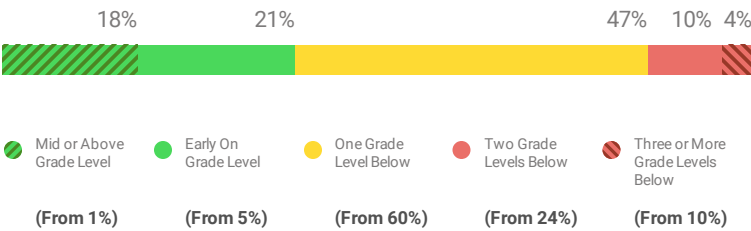
Students Assessed/Total: 768/779

Progress to Annual Typical Growth (Median)



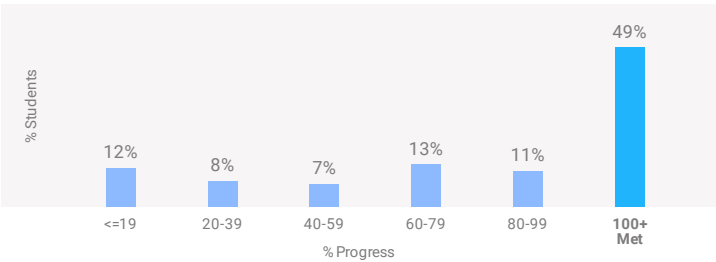
The median percent progress towards Typical Growth for this school is 96%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

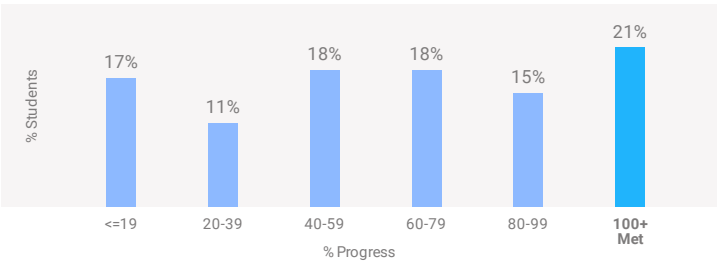


(From 1%) (From 5%) (From 60%) (From 24%) (From 10%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 100%                  | 50%   | 79%                    | 27%   | 49%                                | 115/116                 |
| Grade 1 | 103%                  | 53%   | 76%                    | 31%   | 52%                                | 124/124                 |
| Grade 2 | 127%                  | 68%   | 83%                    | 34%   | 78%                                | 148/148                 |
| Grade 3 | 93%                   | 45%   | 62%                    | 16%   | 69%                                | 119/123                 |
| Grade 4 | 79%                   | 40%   | 53%                    | 9%    | 60%                                | 128/132                 |

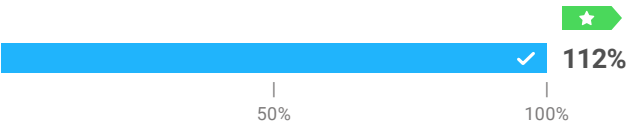
|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Academic Year         | 2023 - 2024              |
| Hispanic or Latino    | Yes - Hispanic or Latino |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 65% | 34%   | <div><div></div></div> 35% | 8%    | 48%                                | 134/136                 |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Academic Year         | 2023 - 2024              |
| Hispanic or Latino    | Yes - Hispanic or Latino |
| Comparison Diagnostic | Final Diagnostic         |

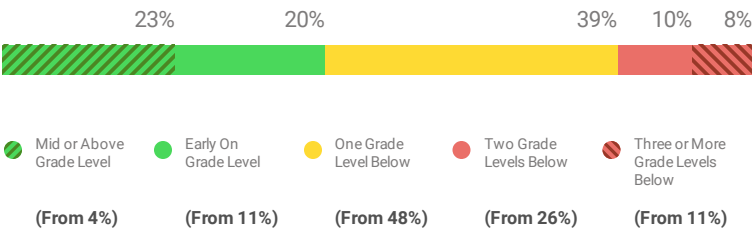
Students Assessed/Total: 768/779

Progress to Annual Typical Growth (Median)

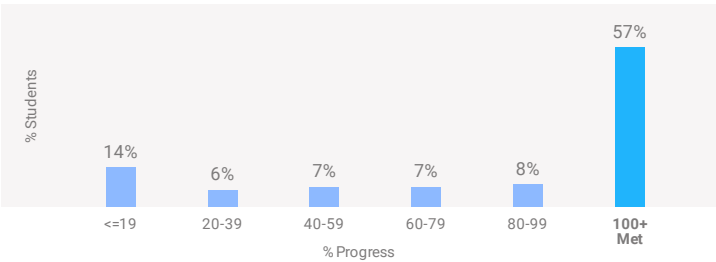


The median percent progress towards Typical Growth for this school is 112%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

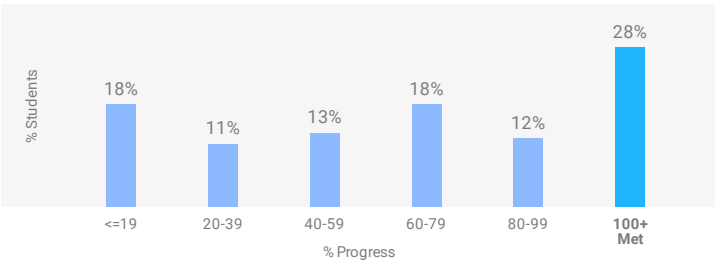
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 96%                   | 48%   | 70%                    | 29%   | 63%                                | 116/116                 |
| Grade 1 | 110%                  | 59%   | 76%                    | 34%   | 60%                                | 124/124                 |
| Grade 2 | 134%                  | 69%   | 81%                    | 37%   | 71%                                | 147/148                 |
| Grade 3 | 109%                  | 54%   | 67%                    | 19%   | 58%                                | 119/123                 |
| Grade 4 | 135%                  | 66%   | 69%                    | 30%   | 52%                                | 128/132                 |



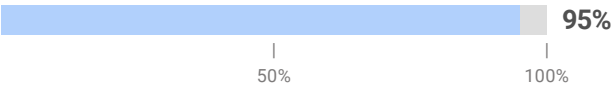
|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Academic Year         | 2023 - 2024              |
| Hispanic or Latino    | Yes - Hispanic or Latino |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 75% | 43%   | <div><div></div></div> 35% | 15%   | 46%                                | 134/136                 |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Academic Year         | 2023 - 2024              |
| Comparison Diagnostic | Final Diagnostic         |

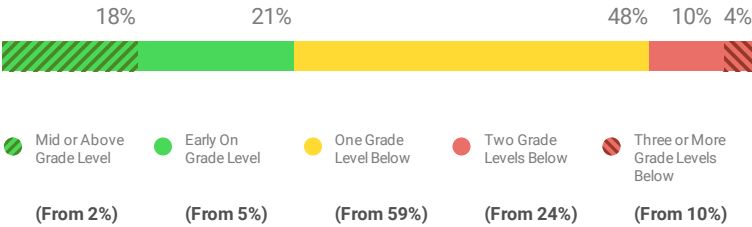
Students Assessed/Total: 800/811

Progress to Annual Typical Growth (Median)

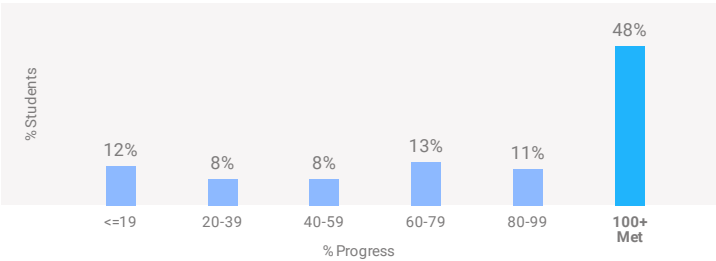


The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

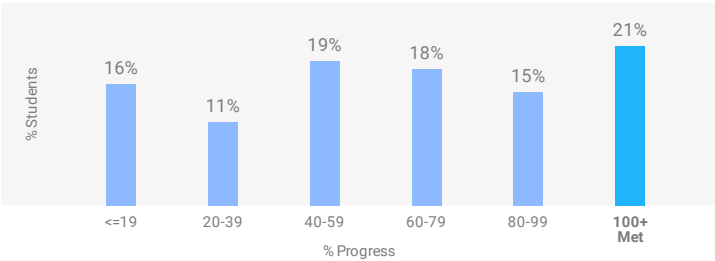
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 97%                   | 49%   | 77%                    | 26%   | 47%                                | 118/119                 |
| Grade 1 | 103%                  | 53%   | 76%                    | 30%   | 51%                                | 133/133                 |
| Grade 2 | 127%                  | 68%   | 83%                    | 34%   | 78%                                | 156/156                 |
| Grade 3 | 93%                   | 44%   | 62%                    | 15%   | 70%                                | 123/127                 |
| Grade 4 | 78%                   | 39%   | 50%                    | 9%    | 58%                                | 134/138                 |

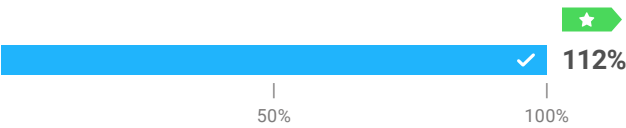
|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Academic Year         | 2023 - 2024              |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 65% | 34%   | <div><div></div></div> 35% | 8%    | 48%                                | 136/138                 |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Academic Year         | 2023 - 2024              |
| Comparison Diagnostic | Final Diagnostic         |

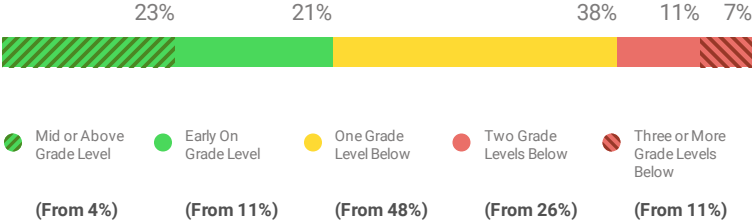
Students Assessed/Total: 800/811

Progress to Annual Typical Growth (Median)

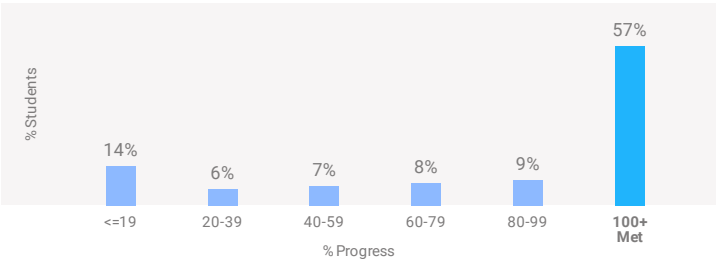


The median percent progress towards Typical Growth for this school is 112%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

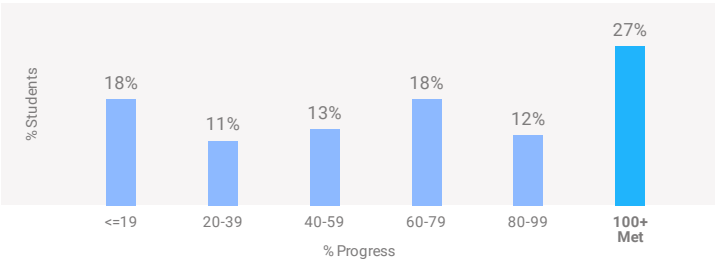
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



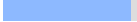
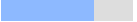








Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade K |  96%  | 48%   |  70% | 29%   | 63%                                | 119/119                 |
| Grade 1 |  110% | 59%   |  76% | 35%   | 62%                                | 133/133                 |
| Grade 2 |  133% | 70%   |  81% | 36%   | 71%                                | 155/156                 |
| Grade 3 |  108% | 52%   |  62% | 19%   | 58%                                | 123/127                 |
| Grade 4 |  131% | 64%   |  67% | 29%   | 51%                                | 134/138                 |

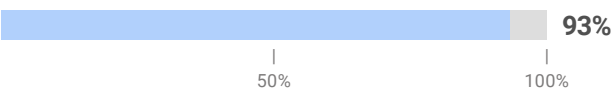
|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Academic Year         | 2023 - 2024              |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 76% | 43%   | <div><div></div></div> 37% | 15%   | 46%                                | 136/138                 |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Academic Year         | 2023 - 2024              |
| Special Education     | Yes - Special Education  |
| Comparison Diagnostic | Final Diagnostic         |

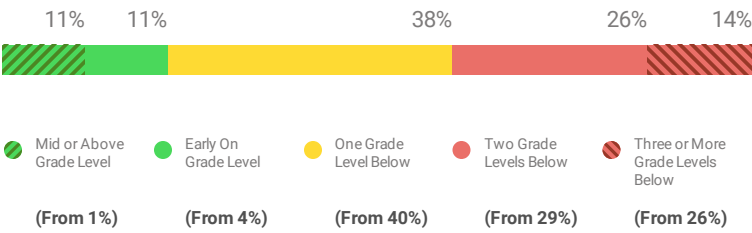
Students Assessed/Total: 136/136

Progress to Annual Typical Growth (Median)

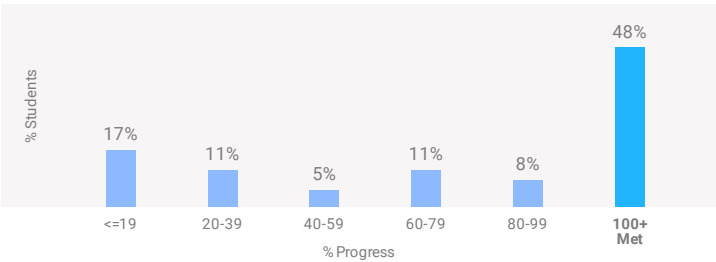


The median percent progress towards Typical Growth for this school is 93%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

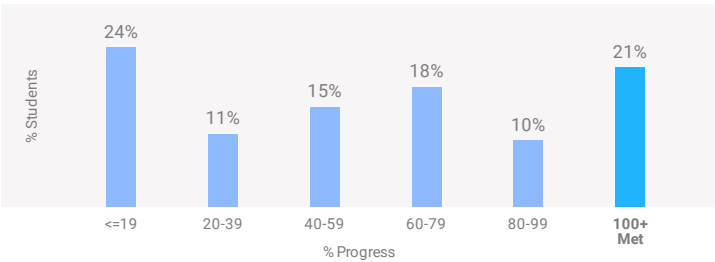
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth        |       | Annual Stretch Growth®    |       | % Students with Improved Placement | Students Assessed/Total |
|---------|------------------------------|-------|---------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)            | % Met | Progress (Median)         | % Met |                                    |                         |
| Grade K |                              |       |                           |       |                                    | 8/8                     |
| Grade 1 | <div><div></div>✓ 123%</div> | 63%   | <div><div></div>91%</div> | 44%   | 50%                                | 16/16                   |
| Grade 2 | <div><div></div>✓ 123%</div> | 69%   | <div><div></div>77%</div> | 34%   | 69%                                | 29/29                   |
| Grade 3 | <div><div></div>47%</div>    | 29%   | <div><div></div>34%</div> | 10%   | 43%                                | 21/21                   |
| Grade 4 | <div><div></div>✓ 100%</div> | 52%   | <div><div></div>56%</div> | 14%   | 69%                                | 29/29                   |

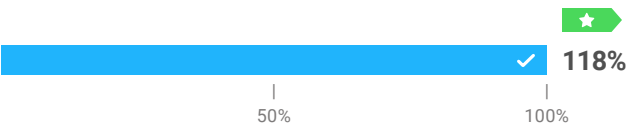
|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Math                     |
| Academic Year         | 2023 - 2024              |
| Special Education     | Yes - Special Education  |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 25% | 30%   | <div><div></div></div> 12% | 12%   | 30%                                | 33/33                   |

|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Academic Year         | 2023 - 2024              |
| Special Education     | Yes - Special Education  |
| Comparison Diagnostic | Final Diagnostic         |

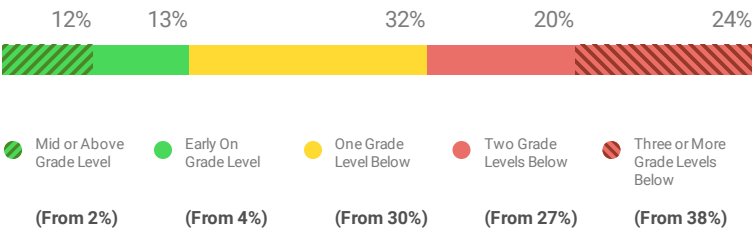
Students Assessed/Total: 135/136

Progress to Annual Typical Growth (Median)

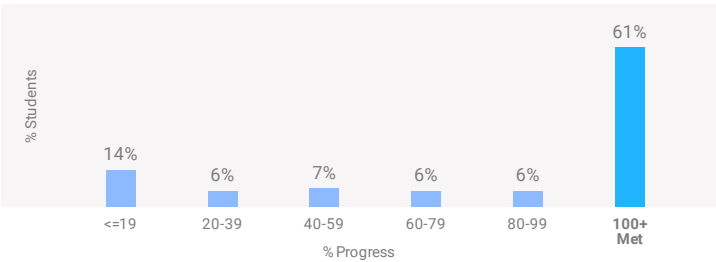


The median percent progress towards Typical Growth for this school is 118%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

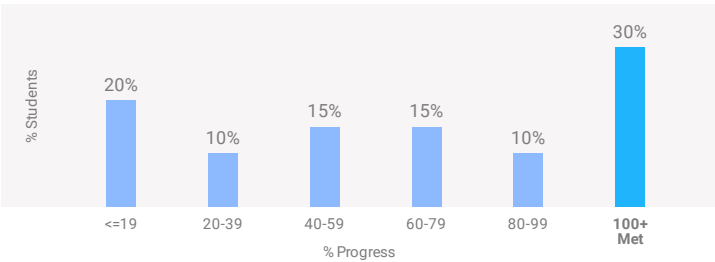
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth                  |       | Annual Stretch Growth®                |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---------------------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)                      | % Met | Progress (Median)                     | % Met |                                    |                         |
| Grade K |  |       |                                       |       |                                    | 8/8                     |
| Grade 1 | <div><div></div><div></div></div> 127% | 75%   | <div><div></div><div></div></div> 89% | 44%   | 63%                                | 16/16                   |
| Grade 2 | <div><div></div><div></div></div> 121% | 64%   | <div><div></div><div></div></div> 76% | 32%   | 54%                                | 28/29                   |
| Grade 3 | <div><div></div><div></div></div> 118% | 52%   | <div><div></div><div></div></div> 62% | 19%   | 62%                                | 21/21                   |
| Grade 4 | <div><div></div><div></div></div> 150% | 72%   | <div><div></div><div></div></div> 70% | 38%   | 55%                                | 29/29                   |



|                       |                          |
|-----------------------|--------------------------|
| School                | MONTAGUE CHARTER ACADEMY |
| Subject               | Reading                  |
| Academic Year         | 2023 - 2024              |
| Special Education     | Yes - Special Education  |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth                  |       | Annual Stretch Growth®               |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|--------------------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)                      | % Met | Progress (Median)                    | % Met |                                    |                         |
| Grade 5 | <div><div></div><div>✓</div>108%</div> | 55%   | <div><div></div><div></div>53%</div> | 21%   | 64%                                | 33/33                   |



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### DESEGREGATION IMPACT STATEMENT (DIS)

#### MONTAGUE CHARTER ACADEMY FOR THE ARTS AND SCIENCE

#### BOARD OF EDUCATION REPORT 193 – 24/25

February 11, 2025

#### I. Category of Proposed Action:

The proposed action would renew the charter for five (5) years, beginning July 1, 2025 until June 30, 2030 to serve up to 955 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 Montague Charter Academy for the Arts and Science for five (5) years beginning July 1, 2025 until June 30, 2030.

#### IV. Effects of This Proposal:

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

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

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

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

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

PREPARED BY:

MARLA WILLMOTT  
Administrative Coordinator  
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III  
Executive Director  
Student Integration Services

[Return to Order of Business](#)

# TAB 19



## Board of Education Report

File #: Rep-194-24/25, Version: 1  
In Control: Charter Schools Division

Agenda Date: 2/11/2025

### Approval of the Renewal Petition for Watts Learning Center [PUBLIC HEARING] Charter Schools Division

#### Brief Description:

(Approval of the Renewal Petition for Watts Learning Center) - [PUBLIC HEARING] Recommends approval of the renewal petition for Watts Learning Center, located in Board District 7 and Region South, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 375 students in grades TK-5 in each year of the charter term.

#### Action Proposed:

Approve the renewal petition for Watts Learning Center (“Charter School”), located in Board District 7 and Region South, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 375 students in grades TK-5 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 400 students to 375 students. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

#### Background:

Watts Learning Center is a TK-5 school currently serving 367 students on a private facility at 310 W. 95<sup>th</sup> Street, Los Angeles, CA, 90003 in Board District 7 and Region South. Watts Learning Center was originally approved by the LAUSD Board of Education on June 23, 1997. On March 14, 2017, the charter school was renewed for a five-year term to serve 400 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Watts Learning Center expires June 30, 2025.

On November 14, 2024, Watts Learning Center 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 February 12, 2025.

An initial Public Hearing was held on December 10, 2024.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

#### Due Diligence:

Current Watts Learning Center governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A due diligence review of the charter

school and its governing organization, school leader, and financial manager, was performed by the Office of the Inspector General.

#### Statutory Framework and Criteria for Renewal:

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

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

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

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

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

#### Expected Outcomes:

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

#### Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2025.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on

appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 194, 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

**Equity Impact:**

Not applicable

**Issues and Analysis:**

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

**Attachments:**

Attachment A - Staff Assessment and Recommendation Report

Attachment B - Watts Learning Center Data Set

Attachment C - Verified Data Reports

Attachment D - Desegregation Impact Statement

Budget and Petition will be available prior to the board meeting at the following link:

[[https://drive.google.com/drive/folders/1OrIUVTosEid7QyBnvc5aq6JwEITDBaN5?usp=drive\\_link](https://drive.google.com/drive/folders/1OrIUVTosEid7QyBnvc5aq6JwEITDBaN5?usp=drive_link)]

**Submitted:**


01/15/25



**File #:** Rep-194-24/25, **Version:** 1  
**In Control:** Charter Schools Division

**Agenda Date:** 2/11/2025

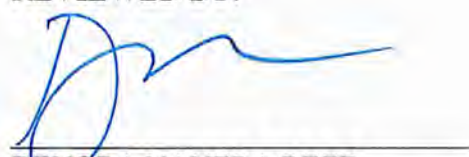
**RESPECTFULLY SUBMITTED,**

  
 ALBERTO M. CARVALHO  
 Superintendent

**APPROVED & PRESENTED BY:**


  
 VERONICA ARREGUIN  
 Chief Strategy Officer  
 Office of the Chief Strategy Officer

**REVIEWED BY:**

  
 DEVORA NAVERA REED  
 General Counsel

☒ Approved as to form.

**APPROVED & PRESENTED BY:**

  
 JOSÉ COLE-GUTIÉRREZ  
 Director  
 Charter Schools Division

**REVIEWED BY:**

  
 NOLBERTO DELGADILLO  
 Deputy Chief Business Officer, Finance

☒ Approved as to budget impact statement.



## ATTACHMENT A

# STAFF ASSESSMENT AND RECOMMENDATION REPORT

## RENEWAL PETITION

Board of Education Report 194-24/25

February 11, 2025

|  |   |   |  |   |
|--|---|---|--|---|
| School Name:   | Watts Learning Center                                 |   |  | BOARD IS<br>REQUIRED TO<br>TAKE ACTION BY:<br><br>February 12, 2025 |
| Type of Charter School:                                      | Start-Up Independent Charter School                   |   |  |   |
| Charter Operator   | Watts Learning Center Foundation, Inc.                |   |  |   |
| Location Code:   | 7620  |   |  |   |
| Type of Site(s):   | Private   |   |  |   |
| Site Address(es):  | 310 W. 95 <sup>th</sup> Street, Los Angeles, CA 90003 |   |  |   |
| Board District(s):   | 7   | Region(s):                              | South  |   |
| Grade Levels Served:   | TK-5  | Current Enrollment:                     | 367  |   |
| Grade Levels Authorized in Current Charter:                  | TK-5  | Approved Enrollment in Current Charter: | 400 (see proposed change in "Action Proposed" below) |   |
| CONSIDERATION:   | Renewal   |   |  |   |
| CDE PERFORMANCE CATEGORY:<br>(PER CDE'S 2024 CLASSIFICATION) | Middle Performing                                     |   |  |   |
| STAFF RECOMMENDATION:  | Approval for a five (5)-year term (2025-2030)         |   |  |   |
| PROPOSED BENCHMARKS:   | None  |   |  |   |

## STAFF ASSESSMENT

### I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Watts Learning Center ("Charter School"), located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 375 students in grades TK-5 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 400 students to 375 students to reduce class sizes and more effectively provide students with tailored services and supports.

### II. RENEWAL REQUIREMENTS

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

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

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

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

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

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

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

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

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

### **Charter Petition Requirement:**

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

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

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

## **III. GENERAL SCHOOL INFORMATION**

### **A. School History**

|                               | <b>Watts Learning Center</b>  |
|-------------------------------|---|
| <b>Initial Authorization:</b> | On June 23, 1997, Watts Learning Center was authorized by the LAUSD Board of Education to serve students in grades K-5.   |
| <b>Most Recent Renewal</b>    | The charter was renewed on March 14, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 400 students in grades TK-5.<br><br>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 Watts Learning Center expires June 30, 2025. |

|  | <b>Watts Learning Center</b>  |
|--|---|
| <b>Approved Material Revisions of Current Charter:</b>                 | Not applicable  |
| <b>Board Benchmarks in Current Charter Term:</b>                       | Not applicable  |
| <b>Submission of Renewal Petition Application:</b>                     | Watts Learning Center submitted its renewal petition application on November 14, 2024. The 90-day statutory timeline for Board action on the petition runs through February 12, 2025. |
| <b>Concurrent Request for Material Revision:</b>                       | Not applicable  |
| <b>Master Plan for English Learners and Standard English Learners:</b> | Watts Learning Center implements the LAUSD Master Plan for English Learners and Standard English Learners.  |
| <b>Special Education SELPA</b>   | Watts Learning Center participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.   |

#### **B. Charter School Operator**

Watts Learning Center is operated by Watts Learning Center Foundation, Inc., a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

### **IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

#### **a. Summary**

Watts Learning Center has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable. The school did not consistently attain measurable increases in academic achievement in all academic performance indicators schoolwide and for all numerically significant student groups between 2022 and 2023 and between 2023 and 2024 based on California School Dashboard data. However, the charter school provided three years of verified data for All Students demonstrating one year's progress in each applicable year, and three years of verified data reports for student groups, which also showed one year's progress for all student groups for each applicable year. Please see the attached Watts Learning Center Data Set 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.

### Watts Learning Center Dashboard Indicators

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

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 three of four numerically significant student groups. In 2023 in ELA, the charter school's DFS was lower than the state for All Students and higher than the state for all 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 three of four numerically significant student groups.

### Watts Learning Center - 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           | -37.9             | Low         | -12.2           | Lower                             |
| Black or African American       | Met                        | Low           | -30.6             | Low         | -57.7           | Higher                            |
| Latino                          | Met                        | Low           | -42.0             | Low         | -38.6           | Lower                             |
| English Learner                 | Met                        | Low           | -58.8             | Low         | -61.2           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Low           | -37.7             | Low         | -41.4           | Higher                            |

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

### Watts Learning Center - 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        | -37.9             | 0.0            | Orange      | -13.6           | Lower                             |
| Black or African American | Met                        | Orange        | -38.0             | -7.4           | Orange      | -59.6           | Higher                            |
| Latino                    | Met                        | Yellow        | -38.8             | 3.2            | Orange      | -40.2           | Higher                            |

| Student Group                   | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|-------------|-----------------|-----------------------------------|
| English Learner                 | Met                        | Yellow        | -48.3             | 10.5           | Orange      | -67.7           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Orange        | -36.2             | 1.5            | Orange      | -42.6           | Higher                            |

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

### Watts Learning Center - 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) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|---------------|-----------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Orange</b> | <b>-52.0</b>      | <b>-14.1</b>   | <b>Orange</b> | <b>-13.2</b>    | <b>Lower</b>                      |
| Black or African American       | Met                        | Orange        | -67.9             | -29.9          | Orange        | -58.9           | Lower                             |
| Latino                          | Met                        | Orange        | -44.3             | -5.5           | Orange        | -39.3           | Lower                             |
| English Learner                 | Met                        | Orange        | -45.7             | 2.5            | Orange        | -67.6           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Orange        | -52.0             | -15.8          | 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 in Math, the charter school's DFS was higher than the state for All Students and higher than the state for all four numerically significant student groups. In 2023 in Math, the charter school's DFS was higher than the state for All Students and higher than the state for all four numerically significant student groups. In 2024 in Math, the charter school's DFS was higher than the state for All Students and higher than the state for all four numerically significant student groups.

### Watts Learning Center - Math Indicator - 2021-2022

| Student Group                   | Charter Participation Rate | Charter Level | Charter Math (DFS) | State Level | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|-------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Low</b>    | <b>-41.1</b>       | <b>Low</b>  | <b>-51.7</b>     | <b>Higher</b>                     |
| Black or African American       | Met                        | Low           | -40.5              | Very Low    | -106.9           | Higher                            |
| Latino                          | Met                        | Low           | -41.4              | Low         | -83.4            | Higher                            |
| English Learner                 | Met                        | Low           | -53.7              | Low         | -92.0            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Low           | -41.5              | Low         | -84.0            | Higher                            |

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

| Student Group                   | Charter Participation Rate | Charter Level | Charter Math (DFS) | State Level | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|-------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Low</b>    | <b>-41.1</b>       | <b>Low</b>  | <b>-51.7</b>     | <b>Higher</b>                     |
| Black or African American       | Met                        | Low           | -40.5              | Very Low    | -106.9           | Higher                            |
| Latino                          | Met                        | Low           | -41.4              | Low         | -83.4            | Higher                            |
| English Learner                 | Met                        | Low           | -53.7              | Low         | -92.0            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Low           | -41.5              | Low         | -84.0            | Higher                            |

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

### Watts Learning Center - 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) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|---------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Yellow</b> | <b>-30.9</b>       | <b>10.1</b>    | <b>Orange</b> | <b>-49.1</b>     | <b>Higher</b>                     |
| Black or African American       | Met                        | Green         | -19.2              | 21.3           | Red           | -104.5           | Higher                            |
| Latino                          | Met                        | Yellow        | -36.8              | 4.5            | Orange        | -80.8            | Higher                            |
| English Learner                 | Met                        | Yellow        | -42.8              | 10.9           | Orange        | -93.4            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Yellow        | -29.4              | 12.1           | Yellow        | -80.8            | Higher                            |

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

### Watts Learning Center - 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) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|---------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Orange</b> | <b>-34.4</b>       | <b>-3.5</b>    | <b>Orange</b> | <b>-47.6</b>     | <b>Higher</b>                     |
| Black or African American       | Met                        | Orange        | -39.4              | -20.2          | Red           | -102.2           | Higher                            |
| Latino                          | Met                        | Yellow        | -33.3              | 3.5            | Orange        | -79.2            | Higher                            |
| English Learner                 | Met                        | Yellow        | -33.5              | 9.3            | Orange        | -93.4            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Orange        | -34.4              | -5.0           | 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 Status Level of High was higher than the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Red was lower than the state's

color of Yellow. The charter school's English Learner Progress Rate was lower than the state's rate. In 2024 on the ELPI, the charter school's performance color of Green was higher than the state's color of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate.

### Watts Learning Center - English Learner Progress Indicator - 2021-2022

| Student Group   | Charter ELPAC Participation Rate | Charter Level | Charter EL Progress Rate | State Level | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | High          | 60.0%                    | Medium      | 50.3%                  | Higher                      |

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

### Watts Learning Center - English Learner Progress Indicator - 2022-2023

| Student Group   | Charter ELPAC Participation Rate | Charter Color | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | Red           | 37.5%                    | -22.5%         | Yellow      | 48.7%                  | Lower                       |

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

### Watts Learning Center - English Learner Progress Indicator - 2023-2024

| Student Group   | Charter ELPAC Participation Rate | Charter Color | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | Green         | 50.7%                    | 13.2%          | 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 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and for one of five numerically significant student groups, and lower than the state for four numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and for one of 5 numerically significant student groups and lower than the state for four numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and lower than the state for all five numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

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

k. Reclassification Rates

As of the writing of this report, reclassification data for 2021-2022, 2022-2023, and 2023-2024 have not been published by the state.

l. Additional Information

Not applicable

## V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

b. Student Achievement and Educational Performance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |



c. Organizational Management, Programs, and Operations

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

d. Fiscal Operations

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

## VI. VERIFIED DATA

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

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education (SBE) established criteria to define verified data and identified an approved list of valid and reliable assessments. Charter schools submitting verified data must adhere to the state-approved criteria.

### ELA

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2021-2022, 2022-2023, and 2023-2024 (“Final Diagnostic”) for All Students and for the following student groups<sup>1</sup>: Black or African American, Latino, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 339 students were assessed in Reading and 339 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

<sup>1</sup> Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 105%. Per the California SBE May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets<sup>2</sup> to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Reading in 2023-2024.

As seen in the table below, Charter School provided the most recent data for five student groups and all five student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

| <b>i-Ready Diagnostic Growth Reading 2023-2024</b> |                                  |                              |  |                            |
|--|----------------------------------|------------------------------|--|----------------------------|
| <b>Student Groups</b>                              | <b>Number of Students Tested</b> | <b>i-Ready Growth Target</b> | <b>Reading: Progress to Annual Typical Growth (Median)</b> | <b>One Year’s Progress</b> |
| All Students Grades K-5                            | 339                              | Grades K-5: 75%              | 105%   | Met                        |
| Black or African American                          | 142                              | Grades K-5: 75%              | 89%  | Met                        |
| Latino   | 202                              | Grades K-5: 75%              | 109%   | Met                        |
| English Learner                                    | 108                              | Grades K-5: 75%              | 106%   | Met                        |
| Socioeconomically Disadvantaged                    | 319                              | Grades K-5: 75%              | 105%   | Met                        |
| Students with Disabilities                         | 33                               | Grades K-5: 75%              | 123%   | Met                        |

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

Charter School also submitted verified data using i-Ready for the 2021-2022 and 2022-2023 school years. Based on i-Ready’s prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year’s progress for All Students and for all five student groups in Reading in 2021-2022 and 2022-2023.

## **MATH**

Charter School provided data for Math from an “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2021-2022, 2022-2023, and 2023-2024 (“Final Diagnostic”) for All Students and for the following student groups<sup>3</sup>: Black or African American, Latino, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

<sup>2</sup> In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

<sup>3</sup> Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 339 students were assessed in Math and 339 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 106%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median Progress to Typical Growth targets<sup>4</sup> to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Math in 2023-2024.

As seen in the table below, Charter School provided the most recent data for five student groups and all five student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2023-2024.

| Student Groups                  | i-Ready Diagnostic Growth Math 2023-2024 |                       |  |                     |
|---------------------------------|--|-----------------------|--|---------------------|
|                                 | Number of Students Tested                | i-Ready Growth Target | Math: Progress to Annual Typical Growth (Median) | One Year's Progress |
| All Students Grades K-5         | 339                                      | Grades K-5: 80%       | 106%   | Met                 |
| Black or African American       | 142                                      | Grades K-5: 80%       | 97%  | Met                 |
| Latino                          | 202                                      | Grades K-5: 80%       | 115%   | Met                 |
| English Learner                 | 108                                      | Grades K-5: 80%       | 113%   | Met                 |
| Socioeconomically Disadvantaged | 319                                      | Grades K-5: 80%       | 103%   | Met                 |
| Students with Disabilities      | 33                                       | Grades K-5: 80%       | 113%   | Met                 |

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

Charter School also submitted verified data using i-Ready for the 2021-2022 and 2022-2023 school year. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year's progress for All Students and for all five student groups in Math in 2021-2022 and 2022-2023.

<sup>4</sup> i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

Based on the review and consideration of verified data, Watts Learning Center included three years of data, including schoolwide and student group reports (African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2021-2022, 2022-2023, and 2023-2024, Watts Learning Center appears to have met 95 percent participation rate for schoolwide and all student groups.

## VII. FISCAL MANAGEMENT AND PERFORMANCE

### a. Fiscal Condition

Watts Learning Center's fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

|                                 | 2019-2020<br>(Audited<br>Actuals) | 2020-2021<br>(Audited<br>Actuals) | 2021-2022<br>(Audited<br>Actuals) | 2022-2023<br>(Audited<br>Actuals) | 2023-2024<br>(Audited<br>Actuals) |
|---------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Net Assets                      | \$5,106,785                       | \$5,113,545                       | \$5,407,227                       | \$5,528,106                       | \$5,975,488                       |
| Net<br>Income/Loss              | \$554,367                         | \$6,760                           | \$293,682                         | \$120,879                         | \$447,382                         |
| Transfers<br>In/Out             | \$0                               | \$0                               | \$0                               | \$0                               | \$0                               |
| Prior Year<br>Adjustment(s)     | \$0                               | \$0                               | \$0                               | \$0                               | \$0                               |
| Norm<br>Enrollment <sup>1</sup> | 390                               | 384                               | 358                               | 345                               | 362                               |

<sup>1</sup> Watts Learning Center reported 367 Norm Enrollment for Fiscal Year 2024-2025. Charter School proposes to decrease its enrollment capacity to 375 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: None Reported

Deficiencies/Findings: None Reported

Lack of a Going Concern: None Reported

### c. Other Significant Fiscal Information

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

| <b>Watts Learning Center Foundation, Inc.</b>                             |                        |   |                        |   |                        |
|---|------------------------|---|------------------------|---|------------------------|
| <b>Source: Independent Audit Report for the Year Ending June 30, 2024</b> |                        |   |                        |   |                        |
| # of Charter Schools  |                        | <u>Including</u> related parties and<br>charter schools |                        | <u>Excluding</u> related parties and<br>charter schools |                        |
| Operated  | Authorized<br>by LAUSD | Net Assets  | Net Income /<br>(Loss) | Net Assets  | Net Income /<br>(Loss) |
| 2   | 2                      | \$17,583,008  | \$1,100,448            | \$220,843   | \$7,220                |

# Watts Learning Center

## Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

| ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                       |                                     |                                     |                         |                          |                        |                         |                                |                                     |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|--|----|---------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|-------------------------------------|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG   | BD | Location Code | School                | Student Group                       | 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| S  | 7  | 7620          | Watts Learning Center | All Students                        | 182                                 | -37.9                   | Low                      | -12.2                  | Low                     | Lower                          | 167                                 | Orange                                | -37.9                   | 0.0                | Maintained               | Orange                               | -13.6                  | -1.4              | Maintained              | Lower                          |
|  |    |               |                       | American Indian or Alaska Native    | 0                                   | --                      | --                       | -49.3                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -47.9                  | 2.0               | Maintained              | --                             |
|  |    |               |                       | Asian                               | 0                                   | --                      | --                       | 63.0                   | Very High               | --                             | 0                                   | --                                    | --                      | --                 | --                       | Blue                                 | 61.8                   | -1.2              | Maintained              | --                             |
|  |    |               |                       | Black or African American           | 65                                  | -30.6                   | Low                      | -57.7                  | Low                     | Higher                         | 48                                  | Orange                                | -38.0                   | -7.4               | Declined                 | Orange                               | -59.6                  | -2.0              | Maintained              | Higher                         |
|  |    |               |                       | English Learner                     | 75                                  | -58.8                   | Low                      | -61.2                  | Low                     | Higher                         | 66                                  | Yellow                                | -48.3                   | 10.5               | Increased                | Orange                               | -67.7                  | -6.5              | Declined                | Higher                         |
|  |    |               |                       | Filipino                            | 0                                   | --                      | --                       | 42.9                   | High                    | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 44.0                   | 1.1               | Maintained              | --                             |
|  |    |               |                       | Foster Youth                        | *                                   | -                       | No Performance Level     | -85.6                  | Very Low                | --                             | 0                                   | --                                    | --                      | --                 | --                       | Red                                  | -89.2                  | -2.5              | Maintained              | --                             |
|  |    |               |                       | Homeless Youth                      | *                                   | -                       | No Performance Level     | -62.9                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -67.9                  | -5.0              | Declined                | --                             |
|  |    |               |                       | Latino                              | 117                                 | -42.0                   | Low                      | -38.6                  | Low                     | Lower                          | 118                                 | Yellow                                | -38.8                   | 3.2                | Increased                | Orange                               | -40.2                  | -1.7              | Maintained              | Higher                         |
|  |    |               |                       | Native Hawaiian or Pacific Islander | 0                                   | --                      | --                       | -29.1                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -32.5                  | -3.4              | Declined                | --                             |
|  |    |               |                       | Socioeconomically Disadvantaged     | 181                                 | -37.7                   | Low                      | -41.4                  | Low                     | Higher                         | 165                                 | Orange                                | -36.2                   | 1.5                | Maintained               | Orange                               | -42.6                  | -1.2              | Maintained              | Higher                         |
|  |    |               |                       | Students with Disabilities          | 22                                  | -26.0                   | No Performance Level     | -97.3                  | Very Low                | --                             | 20                                  | No Color                              | -36.7                   | -10.7              | Declined                 | Red                                  | -96.3                  | 1.8               | Maintained              | --                             |
|  |    |               |                       | Two or More Races                   | 0                                   | --                      | --                       | 25.1                   | High                    | --                             | 0                                   | --                                    | --                      | --                 | --                       | Green                                | 24.3                   | -0.8              | Maintained              | --                             |
|  |    |               |                       | White                               | 0                                   | --                      | --                       | 21.9                   | High                    | --                             | 0                                   | --                                    | --                      | --                 | --                       | Green                                | 20.8                   | -1.2              | Maintained              | --                             |

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

| ELA Participation Rate By Student Group |      |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|---|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|   | ALL  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2022 **   | 100% | --                               | --    | 100%                      | 100%            | --       | 100%         | 100%           | 100%   | --                                  | 100%                            | 100%                       | --                | --    |
| Participation Rate Met 2022 *           | Yes  | --                               | --    | Yes                       | Yes             | --       | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | --                | --    |
| Percent of students tested in 2023      | 98%  | --                               | --    | 96%                       | 99%             | 100%     | --           | 100%           | 99%    | --                                  | 98%                             | 100%                       | --                | --    |
| Participation Rate Met 2023             | Yes  | --                               | --    | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | --                                  | Yes                             | Yes                        | --                | --    |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Watts Learning Center

## Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

| Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                       |                                     |  |                         |                          |                        |                         |                                |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|---|----|---------------|-----------------------|-------------------------------------|--|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG  | BD | Location Code | School                | Student Group                       | School 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | School 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| S   | 7  | 7620          | Watts Learning Center | All Students                        | 182  | -41.1                   | Low                      | -51.7                  | Low                     | Higher                         | 168  | Yellow                                | -30.9                   | 10.1               | Increased                | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         |
|   |    |               |                       | American Indian or Alaska Native    | 0  | --                      | --                       | -90.4                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             |
|   |    |               |                       | Asian                               | 0  | --                      | --                       | 48.4                   | Very High               | --                             | 0  | --                                    | --                      | --                 | --                       | Blue                                 | 50.8                   | 2.3               | Maintained              | --                             |
|   |    |               |                       | Black or African American           | 65   | -40.5                   | Low                      | -106.9                 | Very Low                | Higher                         | 49   | Green                                 | -19.2                   | 21.3               | Increased Significantly  | Red                                  | -104.5                 | 2.6               | Maintained              | Higher                         |
|   |    |               |                       | English Learner                     | 75   | -53.7                   | Low                      | -92.0                  | Low                     | Higher                         | 66   | Yellow                                | -42.8                   | 10.9               | Increased                | Orange                               | -93.4                  | -1.4              | Maintained              | Higher                         |
|   |    |               |                       | Filipino                            | 0  | --                      | --                       | 2.7                    | High                    | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Green                                | 7.4                    | 4.8               | Increased               | --                             |
|   |    |               |                       | Foster Youth                        | *  | -                       | No Performance Level     | -126.3                 | Very Low                | --                             | 0  | --                                    | --                      | --                 | --                       | Red                                  | -127.4                 | 1.4               | Maintained              | --                             |
|   |    |               |                       | Homeless Youth                      | *  | -                       | No Performance Level     | -101.8                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             |
|   |    |               |                       | Latino                              | 117  | -41.4                   | Low                      | -83.4                  | Low                     | Higher                         | 118  | Yellow                                | -36.8                   | 4.5                | Increased                | Orange                               | -80.8                  | 2.6               | Maintained              | Higher                         |
|   |    |               |                       | Native Hawaiian or Pacific Islander | 0  | --                      | --                       | -71.3                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -71.3                  | 0.0               | Maintained              | --                             |
|   |    |               |                       | Socioeconomically Disadvantaged     | 181  | -41.5                   | Low                      | -84.0                  | Low                     | Higher                         | 166  | Yellow                                | -29.4                   | 12.1               | Increased                | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         |
|   |    |               |                       | Students with Disabilities          | 22   | -41.5                   | No Performance Level     | -130.8                 | Very Low                | --                             | 20   | No Color                              | -34.6                   | 6.9                | Increased                | Orange                               | -127.3                 | 5.5               | Increased               | --                             |
|   |    |               |                       | Two or More Races                   | 0  | --                      | --                       | -9.9                   | Medium                  | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             |
|   |    |               |                       | White                               | 0  | --                      | --                       | -13.4                  | Medium                  | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -11.1                  | 2.3               | Maintained              | --                             |

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

| Math Participation Rate By Student Group |      |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|--|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|  | ALL  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2022 **    | 100% | --                               | --    | 100%                      | 100%            | --       | 100%         | 100%           | 100%   | --                                  | 100%                            | 100%                       | --                | --    |
| Participation Rate Met 2022 *            | Yes  | --                               | --    | Yes                       | Yes             | --       | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | --                | --    |
| Percent of students tested in 2023       | 99%  | --                               | --    | 98%                       | 99%             | 100%     | --           | 100%           | 99%    | --                                  | 99%                             | 100%                       | --                | --    |
| Participation Rate Met 2023              | Yes  | --                               | --    | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | --                                  | Yes                             | Yes                        | --                | --    |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Watts Learning Center

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "---" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |    |               |                       |                 |   |  |              |  |              |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|----|---------------|-----------------------|-----------------|---|--|--------------|--|--------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| RG   | BD | Location Code | School                | Student Group   | 2022 School   |  |              | 2022 State   |              |                                 | 2023 School   |                                       |  |                    |                          | 2023 State                           |  |                   |                         |                                 |
|  |    |               |                       |                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | Percentage of English Learners making progress towards English proficiency | Status Level | Percentage of English Learners making progress towards English proficiency | Status Level | School to State ELPI Comparison | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level | School to State ELPI Comparison |
| S  | 7  | 7620          | Watts Learning Center | English Learner | 90  | 60.0%  | High         | 50.3%  | Medium       | Higher                          | 80  | Red                                   | 37.5%  | -22.5%             | Declined Significantly   | Yellow                               | 48.7%  | -1.6%             | Maintained              | Lower                           |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2022                | 111                           | 110                          | 99.1%                         | Yes                    |
| 2023                | 101                           | 100                          | 99.0%                         | Yes                    |

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

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

Data Sources: California School Dashboard Research data files 2023

| 2022 Student English Language Acquisition Results  |       |       |
|--|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School   |       |       |
| Watts Learning Center  |       | State |
| ELs Who Progressed at Least One ELPI Level   | 60.0% | 47.5% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 2.8%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 32.2% | 31.4% |
| ELs Who Decreased at Least One ELPI Level  | 7.8%  | 18.3% |

| 2023 Student English Language Acquisition Results  |       |       |
|--|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School   |       |       |
| Watts Learning Center  |       | State |
| ELs Who Progressed at Least One ELPI Level   | 37.5% | 46.4% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 23.8% | 32.7% |
| ELs Who Decreased at Least One ELPI Level  | 38.8% | 18.6% |

# Watts Learning Center

## Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| Chronic Absenteeism - CA School Dashboard Indicator |        |                   |                          |  |  |   |                             |  |                            |   |  |   |   |                       |                                |  |  |                      |                               |   |
|---|--------|-------------------|--------------------------|--|--|---|-----------------------------|--|----------------------------|---|--|---|---|-----------------------|--------------------------------|--|--|----------------------|-------------------------------|---|
| R<br>G  | B<br>D | Locatio<br>n Code | School                   | Student Group                          | Number of<br>students<br>enrolled who<br>meet criteria | School 2022<br>Chronic<br>Absenteeism<br>Percentage | School 2022<br>Status Level | State 2022<br>Chronic<br>Absenteeism<br>Percentage | State 2022<br>Status Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison | Number of<br>students<br>enrolled who<br>meet criteria | School 2023<br>Performance<br>Level (color) | School 2023<br>Chronic<br>Absenteeism<br>Percentage | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Chronic<br>Absenteeism<br>Percentage | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison |
| S   | 7      | 7620              | Watts Learning<br>Center | All Students                           | 363  | 34.7%   | Very High                   | 30.0%  | Very High                  | Higher  | 353  | Yellow                                      | 26.9%   | -7.8%                 | Declined<br>Significantly      | Yellow                                     | 24.3%  | -5.7                 | Declined<br>Significantly     | Higher  |
|   |        |                   |                          | American Indian or<br>Alaska Native    | 0  | --  | --                          | 42.9%  | Very High                  | --  | 0  | --  | --  | --                    | --                             | Yellow                                     | 36.1%  | -6.8                 | Declined<br>Significantly     | --  |
|   |        |                   |                          | Asian                                  | 0  | --  | --                          | 11.5%  | High                       | --  | 0  | --  | --  | --                    | --                             | Yellow                                     | 10.1%  | -1.4                 | Declined                      | --  |
|   |        |                   |                          | Black or African<br>American           | 137  | 39.4%   | Very High                   | 42.9%  | Very High                  | Lower   | 125  | Orange                                      | 33.6%   | -5.8%                 | Declined                       | Yellow                                     | 36.4%  | -6.5                 | Declined<br>Significantly     | Lower   |
|   |        |                   |                          | English Learner                        | 113  | 27.4%   | Very High                   | 33.6%  | Very High                  | Lower   | 104  | Orange                                      | 26.9%   | -0.5%                 | Declined                       | Yellow                                     | 26.3%  | -7.3                 | Declined<br>Significantly     | Higher  |
|   |        |                   |                          | Filipino                               | *  | --  | No<br>Performance<br>Level  | 16.2%  | High                       | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 13.8%  | -2.4                 | Declined                      | --  |
|   |        |                   |                          | Foster Youth                           | *  | --  | No<br>Performance<br>Level  | 42.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 33.6%  | -8.5                 | Declined<br>Significantly     | --  |
|   |        |                   |                          | Homeless Youth                         | *  | --  | No<br>Performance<br>Level  | 45.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 38.7%  | -6.4                 | Declined<br>Significantly     | --  |
|   |        |                   |                          | Latino                                 | 225  | 31.6%   | Very High                   | 35.8%  | Very High                  | Lower   | 223  | Yellow                                      | 23.3%   | -8.2%                 | Declined<br>Significantly      | Yellow                                     | 28.4%  | -7.4                 | Declined<br>Significantly     | Lower   |
|   |        |                   |                          | Native Hawaiian or<br>Pacific Islander | 0  | --  | --                          | 43.9%  | Very High                  | --  | 0  | --  | --  | --                    | --                             | Yellow                                     | 37.6%  | -6.3                 | Declined<br>Significantly     | --  |
|   |        |                   |                          | Socioeconomically<br>Disadvantaged     | 359  | 34.8%   | Very High                   | 37.4%  | Very High                  | Lower   | 347  | Yellow                                      | 27.1%   | -7.7%                 | Declined<br>Significantly      | Yellow                                     | 29.9%  | -7.5                 | Declined<br>Significantly     | Lower   |
|   |        |                   |                          | Students with<br>Disabilities          | 41   | 41.5%   | Very High                   | 39.6%  | Very High                  | Higher  | 45   | Orange                                      | 28.9%   | -12.6%                | Declined                       | Yellow                                     | 33.1%  | -6.5                 | Declined<br>Significantly     | Lower   |
|   |        |                   |                          | Two or More Races                      | 0  | --  | --                          | 25.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 21.6%  | -3.5                 | Declined<br>Significantly     | --  |
|   |        |                   |                          | White                                  | 0  | --  | --                          | 21.9%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 18.5%  | -3.5                 | Declined<br>Significantly     | --  |

Data Sources: California School Dashboard Research data files 2023



# Watts Learning Center

## Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| Suspension Rate Indicator - CA School Dashboard Indicator |    |               |                       |                                     |                    |  |                          |   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|----|---------------|-----------------------|-------------------------------------|--------------------|--|--------------------------|---|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| RG  | BD | Location Code | School                | Student Group                       | Number of Students | School 2022 Percentage of Students suspended at least once | School 2022 Status Level | State 2022 Percentage of Students suspended at least once | State 2022 Status Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspensions Comparison |
| S   | 7  | 7620          | Watts Learning Center | All Students                        | 378                | 0.0%   | Very Low                 | 3.1%  | Medium                  | Lower   | 364                | Green                                 | 0.5%   | 0.5%               | Increased                | Orange                               | 3.5%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |                       | American Indian or Alaska Native    | *                  | --   | No Performance Level     | 6.4%  | High                    | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --                                     |
|   |    |               |                       | Asian                               | 0                  | --   | --                       | 0.9%  | Very Low                | --  | 0                  | --                                    | --   | --                 | --                       | Green                                | 1.1%  | 0.2%              | Maintained              | --                                     |
|   |    |               |                       | Black or African American           | 146                | 0.0%   | Very Low                 | 7.9%  | High                    | Lower   | 134                | Orange                                | 1.5%   | 1.5%               | Increased                | Red                                  | 8.8%  | 0.9%              | Increased               | Lower                                  |
|   |    |               |                       | English Learner                     | 117                | 0.0%   | Very Low                 | 3.2%  | Medium                  | Lower   | 105                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                       | Filipino                            | *                  | --   | No Performance Level     | 1.2%  | Low                     | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 1.3%  | 0.1%              | Maintained              | --                                     |
|   |    |               |                       | Foster Youth                        | *                  | --   | No Performance Level     | 12.4%   | Very High               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --                                     |
|   |    |               |                       | Homeless Youth                      | *                  | --   | No Performance Level     | 5.5%  | High                    | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --                                     |
|   |    |               |                       | Latino                              | 230                | 0.0%   | Very Low                 | 3.3%  | Medium                  | Lower   | 225                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.8%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                       | Native Hawaiian or Pacific Islander | 0                  | --   | --                       | 4.5%  | Medium                  | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 4.9%  | 0.4%              | Increased               | --                                     |
|   |    |               |                       | Socioeconomically Disadvantaged     | 371                | 0.0%   | Very Low                 | 4.0%  | Medium                  | Lower   | 355                | Yellow                                | 0.6%   | 0.6%               | Increased                | Orange                               | 4.5%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                       | Students with Disabilities          | 42                 | 0.0%   | Very Low                 | 5.4%  | High                    | Lower   | 46                 | Orange                                | 2.2%   | 2.2%               | Increased                | Orange                               | 5.9%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                       | Two or More Races                   | 0                  | --   | --                       | 2.9%  | Medium                  | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 3.3%  | 0.4%              | Increased               | --                                     |
|   |    |               |                       | White                               | 0                  | --   | --                       | 2.6%  | Medium                  | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 2.9%  | 0.2%              | Maintained              | --                                     |

Data Sources: California School Dashboard Research data files 2023

## Watts Learning Center

### Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

| 2023-2024 Enrollment by Ethnicity and Student Group |    |          |                       |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|-----------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| S   | 7  | 7620     | Watts Learning Center | 359        | 99.7%    | 0.0%  | 0.0%                             | 0.0%  | 38.4%                     | 27.9%           | 0.3%     | 0.8%         | 5.0%     | 60.2%  | 0.0%              | 0.0%                                | 0.0%         | 99.7%                            | 10.6%                      | 0.8%              | 0.3%  |
| Statewide   |    |          |                       | 5,837,690  | 61.7%    | N/A   | 0.4%                             | 9.9%  | 4.9%                      | 18.4%           | 2.2%     | 0.5%         | 3.6%     | 56.1%  | 0.8%              | 0.4%                                | 1.1%         | 62.7%                            | 13.7%                      | 4.6%              | 20.3% |
| Los Angeles Unified                                 |    |          |                       | 529,902    | 80.7%    | 11.0% | 0.1%                             | 3.4%  | 7.3%                      | 20.1%           | 1.7%     | 0.6%         | 2.1%     | 73.8%  | 0.2%              | 0.1%                                | 1.8%         | 81.3%                            | 14.8%                      | 2.0%              | 9.8%  |

| 2022-2023 Enrollment by Ethnicity and Student Group |    |          |                       |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|-----------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| S   | 7  | 7620     | Watts Learning Center | 350        | 98.3%    | 0.0%  | 0.0%                             | 0.0%  | 35.7%                     | 29.1%           | 0.3%     | 1.7%         | 0.6%     | 62.9%  | 0.0%              | 0.0%                                | 0.0%         | 98.3%                            | 9.1%                       | 0.6%              | 0.6%  |
| Statewide   |    |          |                       | 5,852,544  | 59.9%    | N/A   | 0.4%                             | 9.5%  | 4.7%                      | 19.0%           | 2.2%     | 0.5%         | 3.2%     | 56.1%  | 0.7%              | 0.4%                                | 2.2%         | 61.5%                            | 13.1%                      | 4.3%              | 20.1% |
| Los Angeles Unified                                 |    |          |                       | 538,295    | 81.0%    | 11.1% | 5.9%                             | 3.4%  | 7.4%                      | 21.3%           | 1.6%     | 0.7%         | 1.7%     | 74.2%  | 0.1%              | 0.2%                                | 1.5%         | 82.0%                            | 14.1%                      | 2.0%              | 9.7%  |

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

# Watts Learning Center

## RECLASSIFICATION RATES

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

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

| RG | BD | Loc Code | School                | Year       | Students Redesignated FEP                     | School | State | School to State RFEP Comparison |
|----|----|----------|-----------------------|------------|---|--------|-------|---------------------------------|
| S  | 7  | 7620     | Watts Learning Center | 2021-2022* | 2020-2021 Number of English Language Learners | --     | --    | --                              |
|    |    |          |                       |            | 2021-2022 Number of Students Reclassified     | --     | --    |                                 |
|    |    |          |                       |            | 2021-2022 Reclassification Rate               | --     | --    |                                 |
|    |    |          |                       | 2022-2023* | 2021-2022 Number of English Language Learners | --     | --    | --                              |
|    |    |          |                       |            | 2022-2023 Number of Students Reclassified     | --     | --    |                                 |
|    |    |          |                       |            | 2022-2023 Reclassification Rate               | --     | --    |                                 |

Note: \*Reclassification data for 2021-2022 and 2022-2023 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2021-2022 and 2022-2023 Annual Reclassification (RFEP) Counts and Rates this tab will be updated accordingly.

A double dash "--" means that data is not currently available.

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

# Watts Learning Center

## 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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

| RG | BD | Loc Code | School                | English Learners                | 2022-2023  |         |            |         | 2023-2024  |         |            |         |
|----|----|----------|-----------------------|---------------------------------|------------|---------|------------|---------|------------|---------|------------|---------|
|    |    |          |                       |                                 | School     |         | State      |         | School     |         | State      |         |
|    |    |          |                       |                                 | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent |
| S  | 7  | 7620     | Watts Learning Center | LTEL 6+ Years                   | 0          | 0.0%    | 226,535    | 11.1%   | 0          | 0.0%    | 211,218    | 18.1%   |
|    |    |          |                       | At-Risk 4-5 Years               | 20         | 14.3%   | 144,190    | 7.1%    | 16         | 12.3%   | 136,190    | 9.6%    |
|    |    |          |                       | EL 0-3 Years                    | 64         | 45.7%   | 505,487    | 24.8%   | 70         | 53.8%   | 519,652    | 26.0%   |
|    |    |          |                       | EL 4+ Years Not At-Risk or LTEL | 18         | 12.9%   | 236,323    | 11.6%   | 14         | 10.8%   | 207,773    | 10.4%   |
|    |    |          |                       | EL total                        | 102        | 72.9%   | 1,112,535  | 54.5%   | 100        | 76.9%   | 1,074,833  | 53.8%   |
|    |    |          |                       | RFEP                            | 38         | 27.1%   | 927,723    | 45.5%   | 30         | 23.1%   | 924,460    | 46.2%   |
|    |    |          |                       | Total (Ever)                    | 140        | 100.0%  | 2,040,258  | 100.0%  | 130        | 100.0%  | 1,999,293  | 100.0%  |

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

## Watts Learning Center

### Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (\*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Special Education Enrollment

| RG                  | BD | Location Code | School                | OCT 2023 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|---------------|-----------------------|-------------------|----------------|----------------|
| S                   | 7  | 7620          | Watts Learning Center | 359               | 38             | 10.6%          |
| Statewide           |    |               |                       | 5,837,690         | 799,980        | 13.7%          |
| Los Angeles Unified |    |               |                       | 529,902           | 79,906         | 14.8%          |

2022-2023 Special Education Enrollment

| RG                  | BD | Loc Code | School                | OCT 2022 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|----------|-----------------------|-------------------|----------------|----------------|
| S                   | 7  | 7620     | Watts Learning Center | 350               | 32             | 9.1%           |
| Statewide           |    |          |                       | 5,852,544         | 765,169        | 13.1%          |
| Los Angeles Unified |    |          |                       | 538,295           | 75,935         | 14.1%          |

2023-2024 Special Education Enrollment

| RG                  | BD | Loc Code | School                | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|-----------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|------|--------|--------|-------|------|
| S                   | 7  | 7620     | Watts Learning Center | 78.4%            | 21.6%           | 6      | 0    | 0      | 0     | 0     | 0     | 0     | 0   | 4      | 1    | 10     | 15     | 1     | 0    |
| Los Angeles Unified |    |          |                       | 66.7%            | 33.3%           | 19,082 | 6    | 200    | 1,178 | 0     | 988   | 3,410 | 978 | 11,302 | 543  | 30,274 | 11,688 | 66    | 189  |

2022-2023 Special Education Enrollment

| RG                  | BD | Loc Code | School                | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI  | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|-----------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|-------|--------|--------|-------|------|
| S                   | 7  | 7620     | Watts Learning Center | 87.5%            | 12.5%           | 3      | 0    | 0      | 0     | 0     | 0     | 0     | 0   | 6      | 1     | 11     | 11     | 0     | 0    |
| Los Angeles Unified |    |          |                       | 68.3%            | 31.6%           | 16,427 | 5    | 226    | 1,143 | 1     | 994   | 3,495 | 354 | 10,342 | 1,065 | 29,411 | 12,139 | 64    | 248  |

| Key  |                                |     |                               |
|------|--------------------------------|-----|-------------------------------|
| AUT  | Autism                         | OHI | Other Health Impairment       |
| DB   | Deaf-Blindness                 | OI  | Orthopedic Impairment         |
| DEAF | Deafness                       | SLD | Specific Learning Disability  |
| ED   | Emotional Disturbance          | SLI | Speech or Language Impairment |
| EMD  | Established Medical Disability | TBI | Traumatic Brain Injury        |
| HOH  | Hard of Hearing                | VI  | Visual Impairment             |
| ID   | Intellectual Disability        | MD  | Multiple Disabilities         |

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

# Watts Learning Center

LAUSD Location Code: 7620      Region: South      Board District: 7

## Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

| ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |  |   |                            |                       |                                |  |                           |                      |                               |                                      |  |   |                            |                       |                                |  |                           |                      |                               |                                      |
|--|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|
| Student Group  | 2023<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State DFS<br>Comparison | 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change<br>Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change<br>Level | School to<br>State DFS<br>Comparison |
| All Students   | 167  | Orange                                      | -37.9                      | 0.0                   | Maintained                     | Orange                                     | -13.6                     | -1.4                 | Maintained                    | Lower                                | 176  | Orange                                      | -52.0                      | -14.1                 | Declined                       | Orange                                     | -13.2                     | 0.4                  | Maintained                    | Lower                                |
| American Indian or Alaska Native   | 0  | --  | --                         | --                    | --                             | Orange                                     | -47.9                     | 2.0                  | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -49.0                     | -1.1                 | Maintained                    | --                                   |
| Asian  | 0  | --  | --                         | --                    | --                             | Blue                                       | 61.8                      | -1.2                 | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Blue                                       | 60.7                      | -1.2                 | Maintained                    | --                                   |
| Black or African American  | 48   | Orange                                      | -38.0                      | -7.4                  | Declined                       | Orange                                     | -59.6                     | -2.0                 | Maintained                    | Higher                               | 61   | Orange                                      | -67.9                      | -29.9                 | Declined Significantly         | Orange                                     | -58.9                     | 0.8                  | Maintained                    | Lower                                |
| English Learner  | 66   | Yellow                                      | -48.3                      | 10.5                  | Increased                      | Orange                                     | -67.7                     | -6.5                 | Declined                      | Higher                               | 63   | Orange                                      | -45.7                      | 2.5                   | Maintained                     | Orange                                     | -67.6                     | 0.2                  | Maintained                    | Higher                               |
| Filipino   | *  | No Color                                    | --                         | --                    | No Change Level                | Green                                      | 44.0                      | 1.1                  | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Blue                                       | 45.8                      | 1.8                  | Maintained                    | --                                   |
| Foster Youth   | 0  | --  | --                         | --                    | --                             | Red  | -89.2                     | -2.5                 | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Red  | -87.3                     | 1.9                  | Maintained                    | --                                   |
| Homeless Youth   | *  | No Color                                    | --                         | --                    | No Change Level                | Orange                                     | -67.9                     | -5.0                 | Declined                      | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Red  | -70.4                     | -2.5                 | Maintained                    | --                                   |
| Latino   | 118  | Yellow                                      | -38.8                      | 3.2                   | Increased                      | Orange                                     | -40.2                     | -1.7                 | Maintained                    | Higher                               | 113  | Orange                                      | -44.3                      | -5.5                  | Declined                       | Orange                                     | -39.3                     | 0.9                  | Maintained                    | Lower                                |
| Long-Term English Learner  | --   | --  | --                         | --                    | --                             | --   | --                        | --                   | --                            | Same                                 | 0  | --  | --                         | --                    | --                             | Red  | -109.6                    | 3.4                  | Declined                      | --                                   |
| Native Hawaiian or Pacific Islander  | 0  | --  | --                         | --                    | --                             | Orange                                     | -32.5                     | -3.4                 | Declined                      | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -34.7                     | -2.2                 | Maintained                    | --                                   |
| Socioeconomically Disadvantaged  | 165  | Orange                                      | -36.2                      | 1.5                   | Maintained                     | Orange                                     | -42.6                     | -1.2                 | Maintained                    | Higher                               | 176  | Orange                                      | -52.0                      | -15.8                 | Declined Significantly         | Orange                                     | -40.9                     | 1.8                  | Maintained                    | Lower                                |
| Students with Disabilities   | 20   | No Color                                    | -36.7                      | -10.7                 | Declined                       | Red  | -96.3                     | 1.8                  | Maintained                    | --                                   | 18   | No Color                                    | -94.2                      | -57.5                 | Declined Significantly         | Red  | -95.6                     | 0.7                  | Maintained                    | --                                   |
| Two or More Races  | 0  | --  | --                         | --                    | --                             | Green                                      | 24.3                      | -0.8                 | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Green                                      | 24.3                      | 0.0                  | Maintained                    | --                                   |
| White  | 0  | --  | --                         | --                    | --                             | Green                                      | 20.8                      | -1.2                 | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Green                                      | 19.2                      | -1.6                 | Maintained                    | --                                   |

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

| ELA Participation Rate By Student Group |      |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|---|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|   | ALL  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2023 **   | 98%  | --                               | --    | 96%                       | 99%             | 100%     | --           | 100%           | 99%    | --                                  | 98%                             | 100%                       | --                | --    |
| Participation Rate Met 2023 *           | Yes  | --                               | --    | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | --                                  | Yes                             | Yes                        | --                | --    |
| Percent of students tested in 2024      | 100% | --                               | --    | 100%                      | 100%            | 100%     | 100%         | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | --    |
| Participation Rate Met 2024             | Yes  | --                               | --    | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | --    |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: [California School Dashboard Research data files.](#)

# Watts Learning Center

LAUSD Location Code: 7620

Region: South

Board District: 7

## Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

| Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|---|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| Student Group   | School 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison | School 2024 Number of Students with Scores | School 2024 Performance Level (color) | School 2024 Average DFS | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 Average DFS | State 2024 Change | State 2024 Change Level | School to State DFS Comparison |
| All Students  | 168  | Yellow                                | -30.9                   | 10.1               | Increased                | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         | 176  | Orange                                | -34.4                   | -3.5               | Declined                 | Orange                               | -47.6                  | 1.5               | Maintained              | Higher                         |
| American Indian or Alaska Native  | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -86.6                  | 0.7               | Maintained              | --                             |
| Asian   | 0  | --                                    | --                      | --                 | --                       | Blue                                 | 50.8                   | 2.3               | Maintained              | --                             | 0  | --                                    | --                      | --                 | --                       | Blue                                 | 49.5                   | -1.3              | Maintained              | --                             |
| Black or African American   | 49   | Green                                 | -19.2                   | 21.3               | Increased Significantly  | Red                                  | -104.5                 | 2.6               | Maintained              | Higher                         | 61   | Orange                                | -39.4                   | -20.2              | Declined Significantly   | Red                                  | -102.2                 | 2.4               | Maintained              | Higher                         |
| English Learner   | 66   | Yellow                                | -42.8                   | 10.9               | Increased                | Orange                               | -93.4                  | -1.4              | Maintained              | Higher                         | 63   | Yellow                                | -33.5                   | 9.3                | Increased                | Orange                               | -93.4                  | 0.0               | Maintained              | Higher                         |
| Filipino  | *  | No Color                              | --                      | --                 | No Change Level          | Green                                | 7.4                    | 4.8               | Increased               | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Green                                | 10.4                   | 3.0               | Increased               | --                             |
| Foster Youth  | 0  | --                                    | --                      | --                 | --                       | Red                                  | -127.4                 | 1.4               | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -125.1                 | 2.3               | Maintained              | --                             |
| Homeless Youth  | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -106.0                 | -4.7              | Maintained              | --                             |
| Latino  | 118  | Yellow                                | -36.8                   | 4.5                | Increased                | Orange                               | -80.8                  | 2.6               | Maintained              | Higher                         | 113  | Yellow                                | -33.3                   | 3.5                | Increased                | Orange                               | -79.2                  | 1.6               | Maintained              | Higher                         |
| Long-Term English Learner   | --   | --                                    | --                      | --                 | --                       | --                                   | --                     | --                | --                      | Same                           | 0  | --                                    | --                      | --                 | --                       | Red                                  | -163.5                 | -0.4              | Maintained              | --                             |
| Native Hawaiian or Pacific Islander   | 0  | --                                    | --                      | --                 | --                       | Orange                               | -71.3                  | 0.0               | Maintained              | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -72.5                  | -1.2              | Maintained              | --                             |
| Socioeconomically Disadvantaged   | 166  | Yellow                                | -29.4                   | 12.1               | Increased                | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         | 176  | Orange                                | -34.4                   | -5.0               | Declined                 | Orange                               | -78.2                  | 2.6               | Maintained              | Higher                         |
| Students with Disabilities  | 20   | No Color                              | -34.6                   | 6.9                | Increased                | Orange                               | -127.3                 | 5.5               | Increased               | --                             | 18   | No Color                              | -65.8                   | -31.2              | Declined Significantly   | Red                                  | -124.3                 | 2.9               | Maintained              | --                             |
| Two or More Races   | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -5.3                   | 2.1               | Maintained              | --                             |
| White   | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -11.1                  | 2.3               | Maintained              | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -10.3                  | 0.7               | Maintained              | --                             |

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

| Math Participation Rate By Student Group |      |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|--|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|  | ALL  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2023 **    | 99%  | --                               | --    | 98%                       | 99%             | 100%     | --           | 100%           | 99%    | --                                  | 99%                             | 100%                       | --                | --    |
| Participation Rate Met 2023 *            | Yes  | --                               | --    | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | --                                  | Yes                             | Yes                        | --                | --    |
| Percent of students tested in 2024       | 100% | --                               | --    | 100%                      | 100%            | 100%     | 100%         | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | --    |
| Participation Rate Met 2024              | Yes  | --                               | --    | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | --    |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files.

# Watts Learning Center

LAUSD Location Code: 7620      Region: South      Board District: 7

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "---" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| Student Group  | 2023 School   |                                       |  |                    |                          | 2023 State                           |  |                   |                         | School to State ELPI Comparison | 2024 School   |                                       |  |                    |                          | 2024 State                           |  |                   |                         | School to State ELPI Comparison |
|  | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level |                                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2024 Change | State 2024 Change Level |                                 |
| English Learner  | 80  | Red                                   | 37.5%  | -22.5%             | Declined Significantly   | Yellow                               | 48.7%  | -1.6%             | Maintained              | Lower                           | 71  | Green                                 | 50.7%  | 13.2%              | Increased Significantly  | Orange                               | 45.7%  | -3.0%             | Declined                | Higher                          |
| Long-Term English Learner  | --  | --                                    | --   | --                 | --                       | --                                   | --   | --                | --                      | --                              | 0   | --                                    | --   | --                 | --                       | Orange                               | 45.8%  | -3.9%             | Declined                | --                              |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2024                | 98                            | 98                           | 100%                          | Yes                    |
| 2023                | 101                           | 100                          | 99%                           | Yes                    |

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

| 2024 Student English Language Acquisition Results   |       |       |
|---|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School  |       |       |
| Watts Learning Center   |       | State |
| ELs Who Progressed at Least One ELPI Level  | 50.7% | 43.8% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 1.9%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 35.2% | 34.9% |
| ELs Who Decreased at Least One ELPI Level   | 14.1% | 19.4% |

| 2023 Student English Language Acquisition Results   |       |       |
|---|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School  |       |       |
| Watts Learning Center   |       | State |
| ELs Who Progressed at Least One ELPI Level  | 37.5% | 46.4% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 23.8% | 32.7% |
| ELs Who Decreased at Least One ELPI Level   | 38.8% | 18.6% |

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.  
Data Sources: [California School Dashboard Research data files.](#)



# Watts Learning Center

LAUSD Location Code: 7620

Region: South

Board District: 7

## Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| Student Group                       | Number of students enrolled who meet criteria | School 2023 Performance Level (color) | School 2023 Chronic Absenteeism Percentage | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Chronic Absenteeism Percentage | State 2023 Change | State 2023 Change Level | School to State Chronic Absenteeism Percentage Comparison | Number of students enrolled who meet criteria | School 2024 Performance Level (color) | School 2024 Chronic Absenteeism Percentage | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 Chronic Absenteeism Percentage | State 2024 Change | State 2024 Change Level | School to State Chronic Absenteeism Percentage Comparison |
|-------------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|
| All Students                        | 353   | Yellow                                | 26.9%                                      | -7.8%              | Declined Significantly   | Yellow                               | 24.3%                                     | -5.7              | Declined Significantly  | Higher  | 374   | Yellow                                | 21.7%                                      | -5.3%              | Declined Significantly   | Yellow                               | 18.6%                                     | -5.7%             | Declined                | Higher  |
| American Indian or Alaska Native    | 0   | --                                    | --   | --                 | --                       | Yellow                               | 36.1%                                     | -6.8              | Declined Significantly  | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 30.6%                                     | -5.4%             | Declined                | --  |
| Asian                               | 0   | --                                    | --   | --                 | --                       | Yellow                               | 10.1%                                     | -1.4              | Declined                | --  | 0   | --                                    | --   | --                 | --                       | Green                                | 7.5%                                      | -2.5%             | Declined                | --  |
| Black or African American           | 125   | Orange                                | 33.6%                                      | -5.8%              | Declined                 | Yellow                               | 36.4%                                     | -6.5              | Declined Significantly  | Lower   | 148   | Orange                                | 30.4%                                      | -3.2%              | Declined                 | Yellow                               | 31.3%                                     | -5.1%             | Declined                | Lower   |
| English Learner                     | 104   | Orange                                | 26.9%                                      | -0.5%              | Declined                 | Yellow                               | 26.3%                                     | -7.3              | Declined Significantly  | Higher  | 102   | Yellow                                | 18.6%                                      | -8.3%              | Declined                 | Yellow                               | 20.1%                                     | -6.1%             | Declined                | Lower   |
| Filipino                            | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 13.8%                                     | -2.4              | Declined                | --  | *   | No Color                              | --   | --                 | No Change Level          | Green                                | 9.6%                                      | -4.2%             | Declined                | --  |
| Foster Youth                        | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 33.6%                                     | -8.5              | Declined Significantly  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 30.5%                                     | -3.1%             | Declined                | --  |
| Homeless Youth                      | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 38.7%                                     | -6.4              | Declined Significantly  | --  | 18  | No Color                              | 22.2%                                      | 0.0%               | No Change Level          | Yellow                               | 32.7%                                     | -6.0%             | Declined                | --  |
| Latino                              | 223   | Yellow                                | 23.3%                                      | -8.2%              | Declined Significantly   | Yellow                               | 28.4%                                     | -7.4              | Declined Significantly  | Lower   | 221   | Yellow                                | 15.8%                                      | -7.5%              | Declined Significantly   | Yellow                               | 21.7%                                     | -6.7%             | Declined                | Lower   |
| Long-Term English Learner           | --  | --                                    | --   | --                 | --                       | --                                   | --  | --                | --                      | Same  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 23.9%                                     | -4.3%             | Declined                |   |
| Native Hawaiian or Pacific Islander | 0   | --                                    | --   | --                 | --                       | Yellow                               | 37.6%                                     | -6.3              | Declined Significantly  | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 32.6%                                     | -5.0%             | Declined                | --  |
| Socioeconomically Disadvantaged     | 347   | Yellow                                | 27.1%                                      | -7.7%              | Declined Significantly   | Yellow                               | 29.9%                                     | -7.5              | Declined Significantly  | Lower   | 373   | Yellow                                | 21.7%                                      | -5.4%              | Declined Significantly   | Yellow                               | 23.4%                                     | -6.6%             | Declined                | Lower   |
| Students with Disabilities          | 45  | Orange                                | 28.9%                                      | -12.6%             | Declined                 | Yellow                               | 33.1%                                     | -6.5              | Declined Significantly  | Lower   | 39  | Yellow                                | 15.4%                                      | -13.5%             | Declined                 | Yellow                               | 26.3%                                     | -6.8%             | Declined                | Lower   |
| Two or More Races                   | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 21.6%                                     | -3.5              | Declined Significantly  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 16.2%                                     | -5.4%             | Declined                | --  |
| White                               | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 18.5%                                     | -3.5              | Declined Significantly  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 13.5%                                     | -4.9%             | Declined                | --  |

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

Data Sources: [California School Dashboard Research data files.](#)

# Watts Learning Center

LAUSD Location Code: 7620

Region: South

Board District: 7

## Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

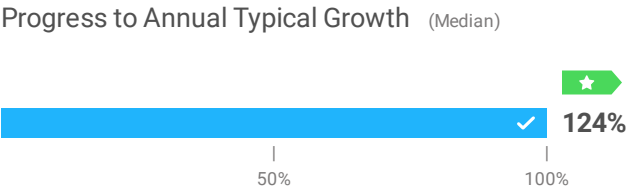
| Suspension Rate Indicator - CA School Dashboard Indicator |                    |                                       |  |                    |                          |                                      |   |                   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| Student Group   | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2024 Performance level (color) | School 2024 Percentage of Students suspended at least once | School 2024 Change | School 2024 Change Level | State 2024 Performance level (color) | State 2024 Percentage of Students suspended at least once | State 2024 Change | State 2024 Change Level | School to State Suspensions Comparison |
| All Students  | 364                | Green                                 | 0.5%   | 0.5%               | Increased                | Orange                               | 3.5%  | 0.4%              | Increased               | Lower   | 377                | Orange                                | 1.6%   | 1.0%               | Increased                | Green                                | 3.2%  | -0.3%             | Declined                | Lower                                  |
| American Indian or Alaska Native                          | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 7.0%  | -0.4%             | Declined                | --                                     |
| Asian   | 0                  | --                                    | --   | --                 | --                       | Green                                | 1.1%  | 0.2%              | Maintained              | --  | 0                  | --                                    | --   | --                 | --                       | Blue                                 | 1.0%  | 0.0%              | Maintained              | --                                     |
| Black or African American                                 | 134                | Orange                                | 1.5%   | 1.5%               | Increased                | Red                                  | 8.8%  | 0.9%              | Increased               | Lower   | 150                | Orange                                | 2.0%   | 0.5%               | Increased                | Orange                               | 8.4%  | -0.4%             | Declined                | Lower                                  |
| English Learner   | 105                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower   | 102                | Orange                                | 2.0%   | 2.0%               | Increased                | Green                                | 3.4%  | -0.3%             | Declined                | Lower                                  |
| Filipino  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 1.3%  | 0.1%              | Maintained              | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 1.2%  | -0.1%             | Maintained              | --                                     |
| Foster Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 13.2%   | -0.4%             | Declined                | --                                     |
| Homeless Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --  | 18                 | No Color                              | 5.6%   | --                 | No Change Level          | Yellow                               | 5.7%  | -0.8%             | Declined                | --                                     |
| Latino  | 225                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.8%  | 0.5%              | Increased               | Lower   | 222                | Orange                                | 1.4%   | 1.4%               | Increased                | Green                                | 3.4%  | -0.4%             | Declined                | Lower                                  |
| Long-Term English Learner                                 | --                 | --                                    | --   | --                 | --                       | --                                   | --  | --                | --                      | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 8.1%  | -0.9%             | Declined                | --                                     |
| Native Hawaiian or Pacific Islander                       | 0                  | --                                    | --   | --                 | --                       | Orange                               | 4.9%  | 0.4%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Green                                | 4.4%  | -0.5%             | Declined                | --                                     |
| SocioeconomicMRY Disadvantaged                            | 355                | Yellow                                | 0.6%   | 0.6%               | Increased                | Orange                               | 4.5%  | 0.5%              | Increased               | Lower   | 376                | Orange                                | 1.6%   | 1.0%               | Increased                | Green                                | 4.0%  | -0.5%             | Declined                | Lower                                  |
| Students with Disabilities                                | 46                 | Orange                                | 2.2%   | 2.2%               | Increased                | Orange                               | 5.9%  | 0.5%              | Increased               | Lower   | 39                 | Red                                   | 10.3%  | 8.1%               | Increased                | Yellow                               | 5.4%  | -0.5%             | Declined                | Higher                                 |
| Two or More Races   | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 3.3%  | 0.4%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 3.0%  | -0.3%             | Declined                | --                                     |
| White   | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 2.9%  | 0.2%              | Maintained              | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 2.6%  | 0.3%              | Declined                | --                                     |

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

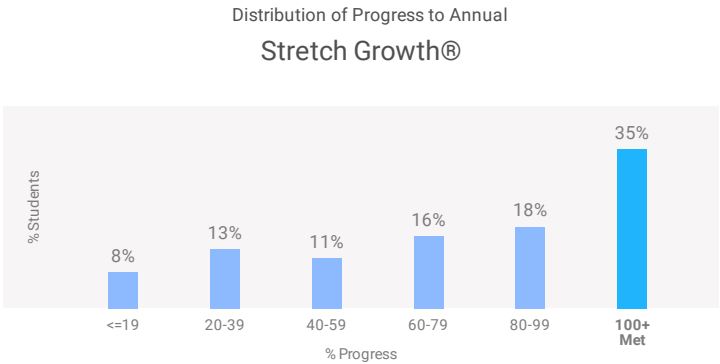
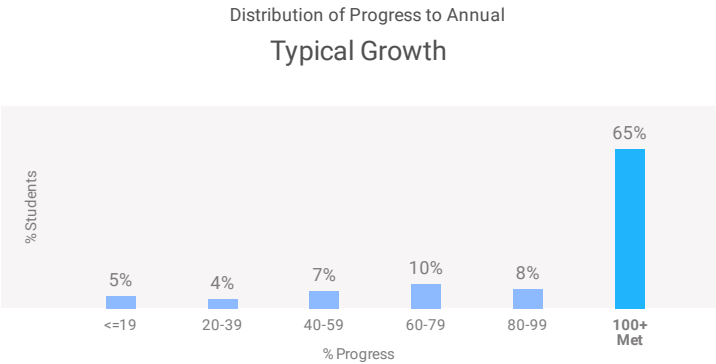
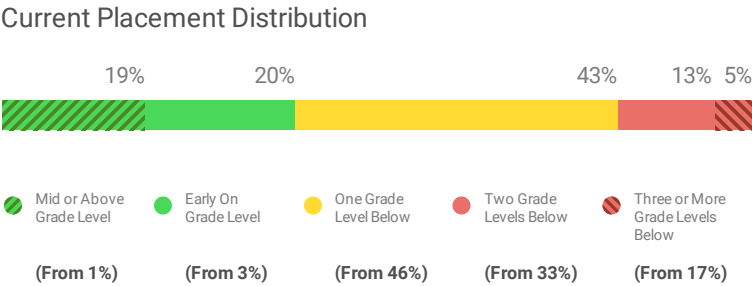
Data Sources: [California School Dashboard Research data files 2023](#)

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2021 - 2022                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 340/340




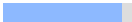






The median percent progress towards Typical Growth for this school is 124%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 6 of 6

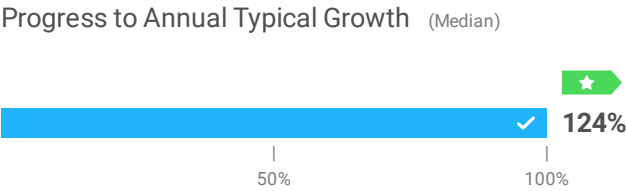
| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade K |  113% | 61%   |  90% | 41%   | 48%                                | 46/46                   |
| Grade 1 |  105% | 61%   |  81% | 28%   | 50%                                | 46/46                   |
| Grade 2 |  115% | 60%   |  75% | 25%   | 71%                                | 63/63                   |
| Grade 3 |  134% | 74%   |  85% | 32%   | 87%                                | 62/62                   |
| Grade 4 |  139% | 65%   |  74% | 29%   | 83%                                | 63/63                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2021 - 2022                             |
| Comparison Diagnostic | Final Diagnostic                        |

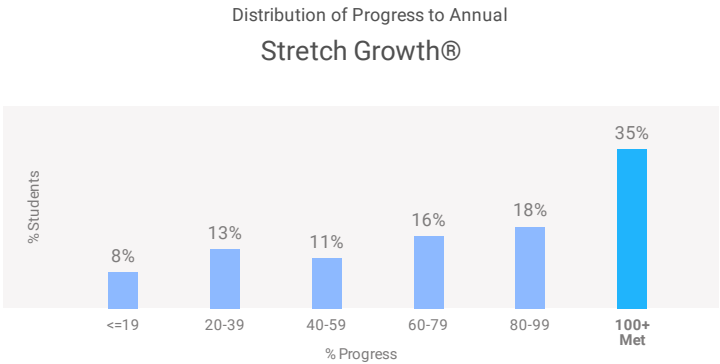
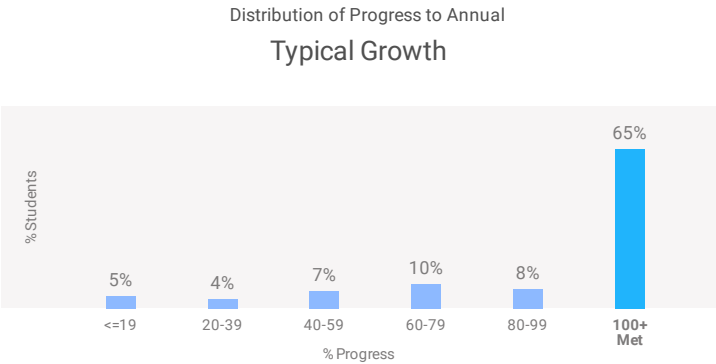
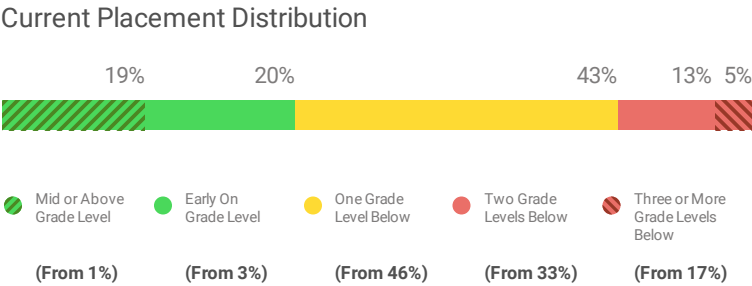
| Grade   | Annual Typical Growth         |       | Annual Stretch Growth®        |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-------------------------------|-------|-------------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)             | % Met | Progress (Median)             | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> ✓ 192% | 67%   | <div><div></div></div> ✓ 109% | 53%   | 83%                                | 60/60                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2021 - 2022                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 340/340



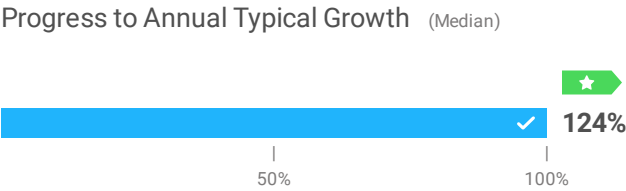
The median percent progress towards Typical Growth for this school is 124%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



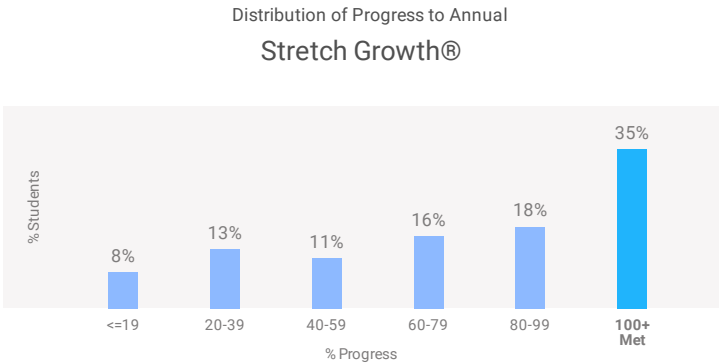
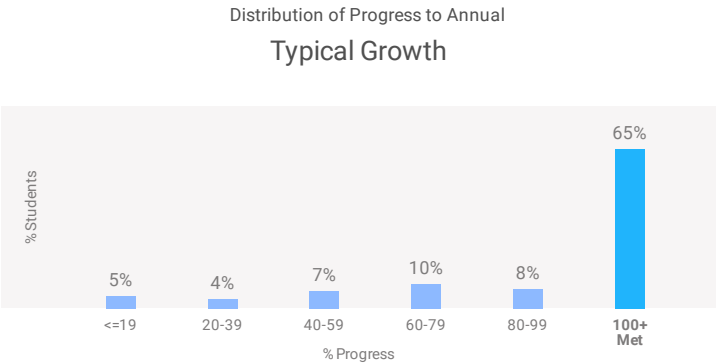
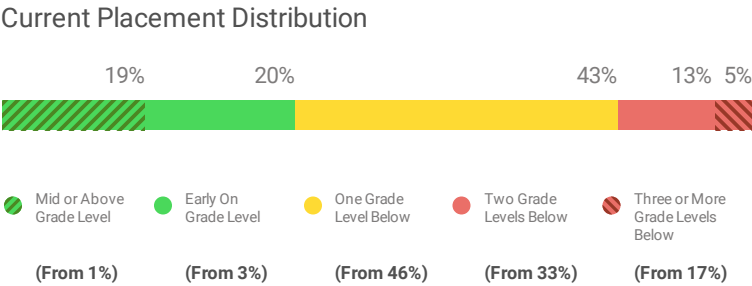
| Choose to Show Results By |                             |       |                            |       |                                    |                         |
|---------------------------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
| English Learner           |                             |       |                            |       |                                    |                         |
|                           |                             |       |                            |       |                                    | Showing 3 of 3          |
| All                       | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|                           | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Yes - English Learner     | <div><div></div></div> 117% | 62%   | <div><div></div></div> 79% | 28%   | 67%                                | 110/110                 |
| No - English Learner      | <div><div></div></div> 128% | 67%   | <div><div></div></div> 84% | 39%   | 75%                                | 209/209                 |
| Not Reported              | <div><div></div></div> 112% | 57%   | <div><div></div></div> 81% | 29%   | 76%                                | 21/21                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2021 - 2022                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 340/340



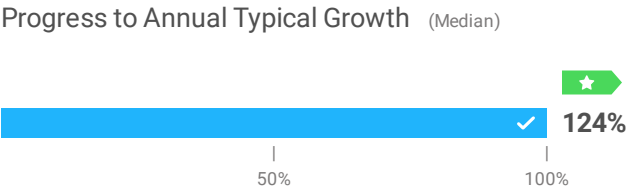
The median percent progress towards Typical Growth for this school is 124%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



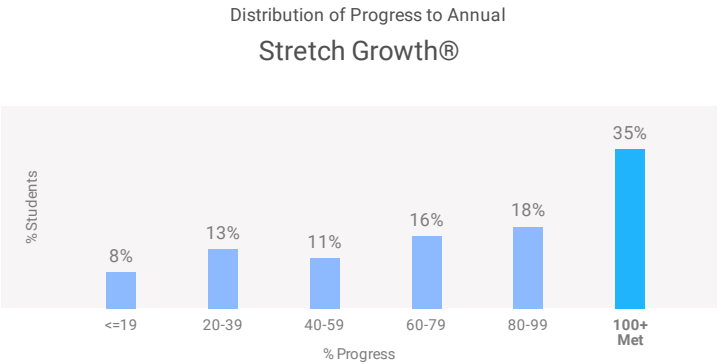
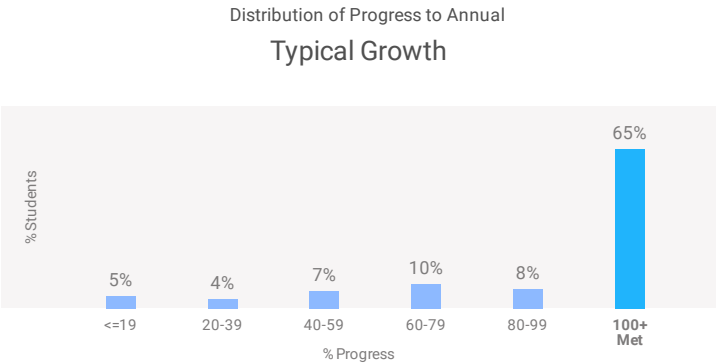
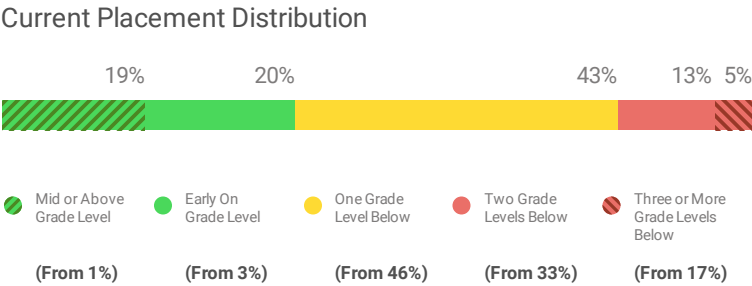
| Choose to Show Results By |                            |       |                           |       |                                    |                         |
|---------------------------|----------------------------|-------|---------------------------|-------|------------------------------------|-------------------------|
| Hispanic or Latino        |                            |       |                           |       |                                    |                         |
| Showing 2 of 2            |                            |       |                           |       |                                    |                         |
| All                       | Annual Typical Growth      |       | Annual Stretch Growth®    |       | % Students with Improved Placement | Students Assessed/Total |
|                           | Progress (Median)          | % Met | Progress (Median)         | % Met |                                    |                         |
| Yes - Hispanic or Latino  | <div><div></div>132%</div> | 67%   | <div><div></div>85%</div> | 37%   | 73%                                | 216/216                 |
| No - Hispanic or Latino   | <div><div></div>114%</div> | 61%   | <div><div></div>79%</div> | 31%   | 72%                                | 124/124                 |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2021 - 2022                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 340/340



The median percent progress towards Typical Growth for this school is 124%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Race

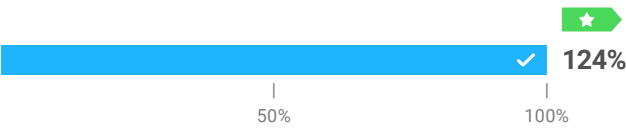
Showing 5 of 5

| All                                       | Annual Typical Growth                  |       | Annual Stretch Growth®                |       | % Students with Improved Placement | Students Assessed/Total |
|---|--|-------|---------------------------------------|-------|------------------------------------|-------------------------|
|   | Progress (Median)                      | % Met | Progress (Median)                     | % Met |                                    |                         |
| American Indian or Alaska Native          |  |       |                                       |       |                                    | 1/1                     |
| Asian                                     |  |       |                                       |       |                                    | 1/1                     |
| Black or African American                 | <div><div></div><div>✓</div>114%</div> | 61%   | <div><div></div><div></div></div> 76% | 29%   | 72%                                | 130/130                 |
| Native Hawaiian or Other Pacific Islander |  |       |                                       |       |                                    | 1/1                     |
| Not Reported                              | <div><div></div><div>✓</div>131%</div> | 67%   | <div><div></div><div></div></div> 88% | 38%   | 72%                                | 207/207                 |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2021 - 2022                             |
| Comparison Diagnostic | Final Diagnostic                        |

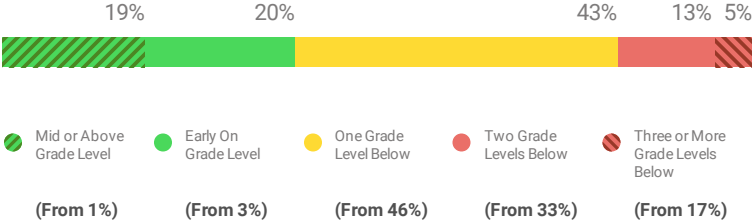
Students Assessed/Total: 340/340

Progress to Annual Typical Growth (Median)



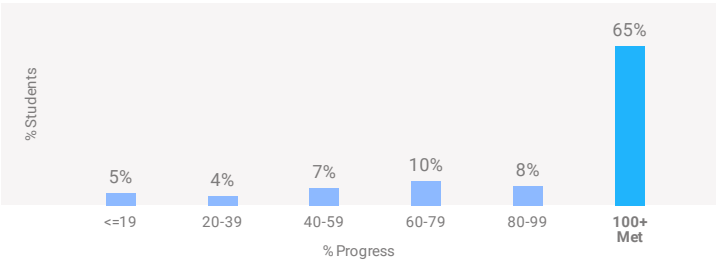
The median percent progress towards Typical Growth for this school is 124%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

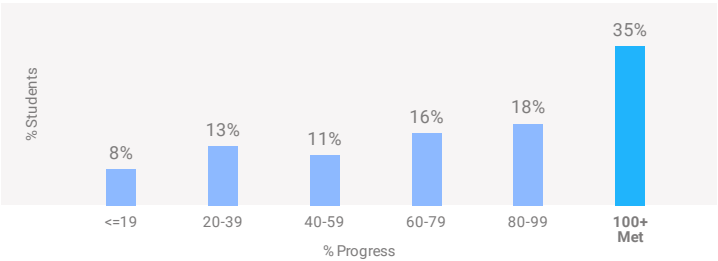


Mid or Above Grade Level (From 1%) Early On Grade Level (From 3%) One Grade Level Below (From 46%) Two Grade Levels Below (From 33%) Three or More Grade Levels Below (From 17%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Economically Disadvantaged

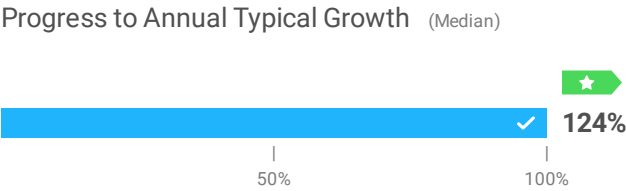
Showing 2 of 2

| All                              | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|----------------------------------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|                                  | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Yes - Economically Disadvantaged | 126%                  | 66%   | 82%                    | 35%   | 73%                                | 327/327                 |
| No - Economically Disadvantaged  | 96%                   | 46%   | 71%                    | 15%   | 62%                                | 13/13                   |

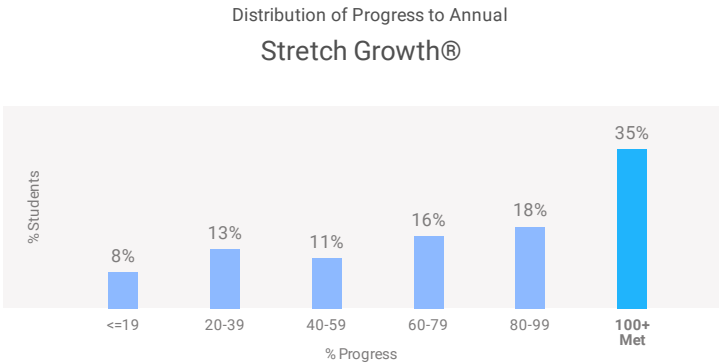
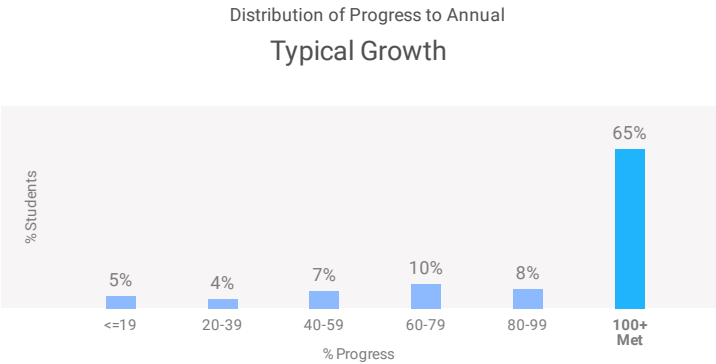
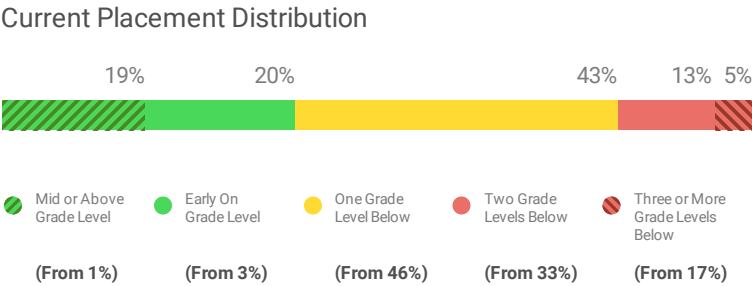


|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2021 - 2022                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 340/340



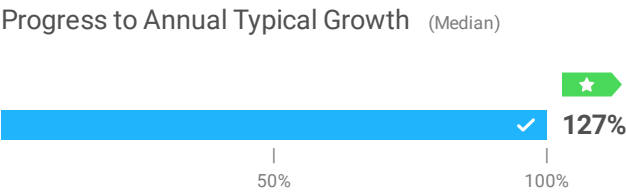
The median percent progress towards Typical Growth for this school is 124%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



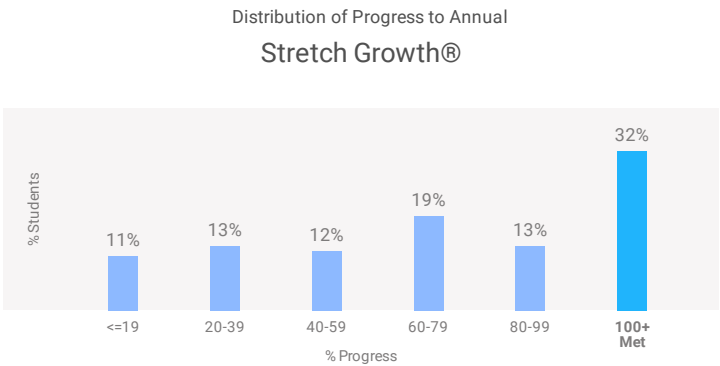
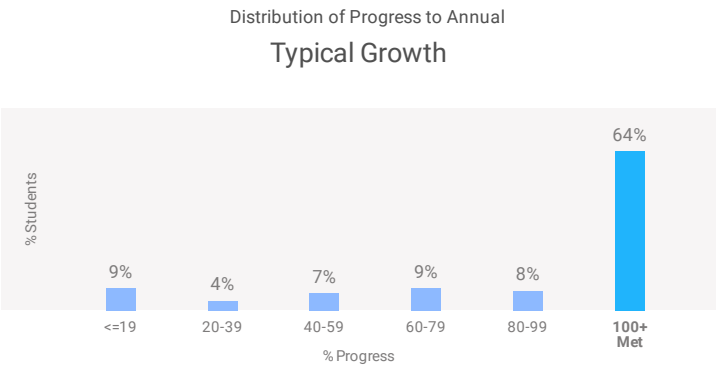
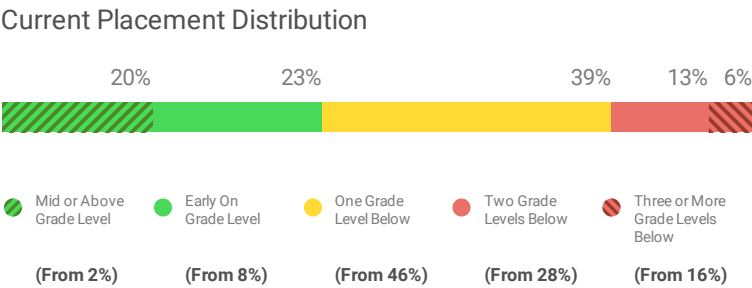
| Choose to Show Results By |                            |       |                           |       |                                    |                         |
|---------------------------|----------------------------|-------|---------------------------|-------|------------------------------------|-------------------------|
| Special Education         |                            |       |                           |       |                                    |                         |
| Showing 3 of 3            |                            |       |                           |       |                                    |                         |
| All                       | Annual Typical Growth      |       | Annual Stretch Growth®    |       | % Students with Improved Placement | Students Assessed/Total |
|                           | Progress (Median)          | % Met | Progress (Median)         | % Met |                                    |                         |
| Yes - Special Education   | <div><div></div>116%</div> | 65%   | <div><div></div>71%</div> | 24%   | 71%                                | 34/34                   |
| No - Special Education    | <div><div></div>128%</div> | 66%   | <div><div></div>83%</div> | 36%   | 72%                                | 285/285                 |
| Not Reported              | <div><div></div>112%</div> | 57%   | <div><div></div>81%</div> | 29%   | 76%                                | 21/21                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2021 - 2022                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 340/340










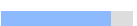


The median percent progress towards Typical Growth for this school is 127%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 6 of 6

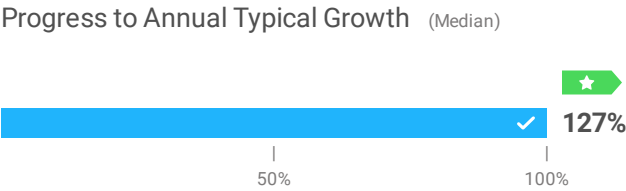
| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade K |  102% | 52%   |  74% | 24%   | 65%                                | 46/46                   |
| Grade 1 |  92%  | 48%   |  67% | 15%   | 61%                                | 46/46                   |
| Grade 2 |  110% | 60%   |  72% | 25%   | 59%                                | 63/63                   |
| Grade 3 |  158% | 71%   |  83% | 40%   | 85%                                | 62/62                   |
| Grade 4 |  161% | 70%   |  82% | 37%   | 59%                                | 63/63                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2021 - 2022                             |
| Comparison Diagnostic | Final Diagnostic                        |

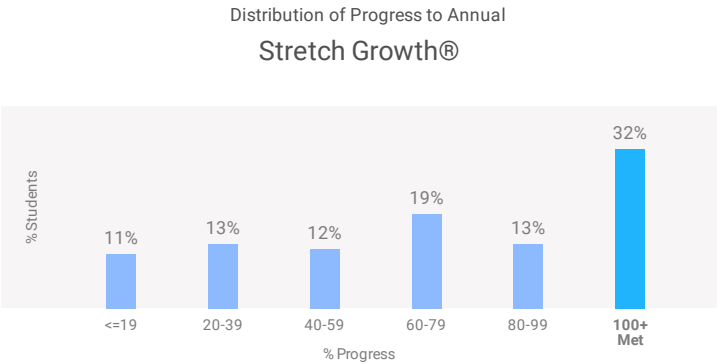
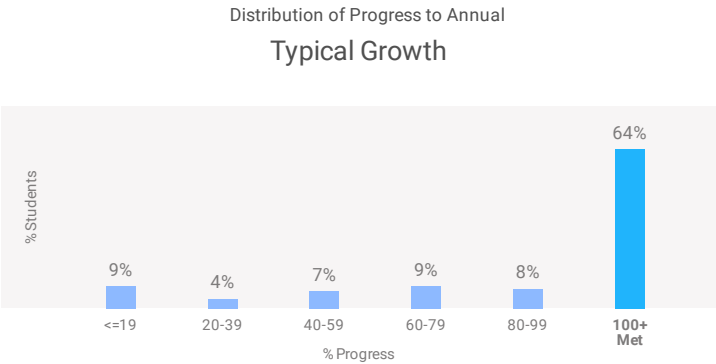
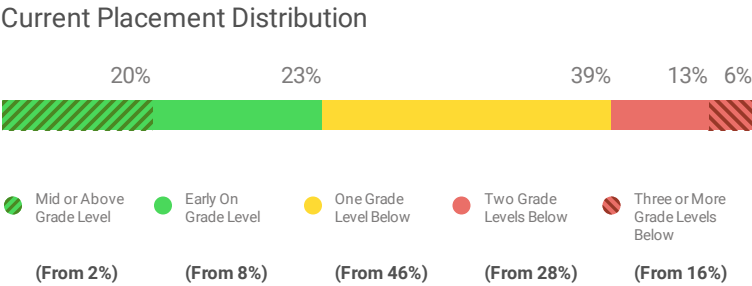
| Grade   | Annual Typical Growth                   |       | Annual Stretch Growth®                |       | % Students with Improved Placement | Students Assessed/Total |
|---------|---|-------|---------------------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)                       | % Met | Progress (Median)                     | % Met |                                    |                         |
| Grade 5 | <div><div></div><div>✓</div></div> 193% | 75%   | <div><div></div><div></div></div> 87% | 47%   | 70%                                | 60/60                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2021 - 2022                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 340/340



The median percent progress towards Typical Growth for this school is 127%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

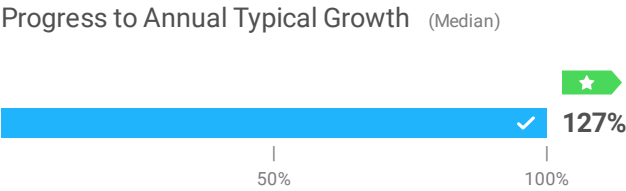
English Learner

Showing 3 of 3

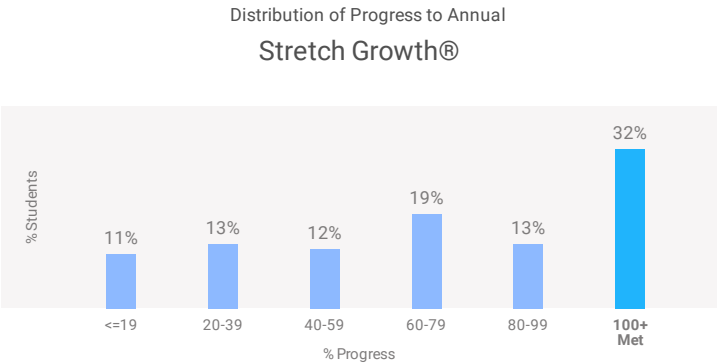
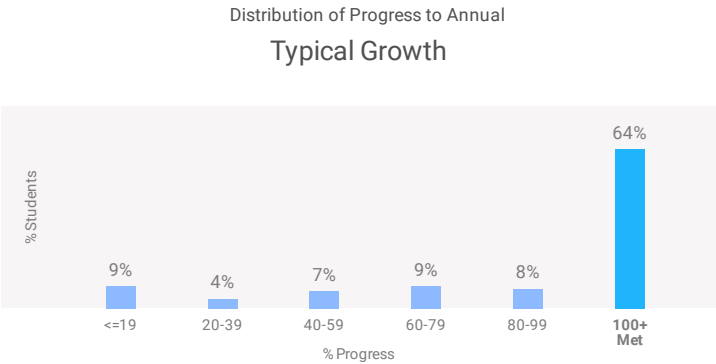
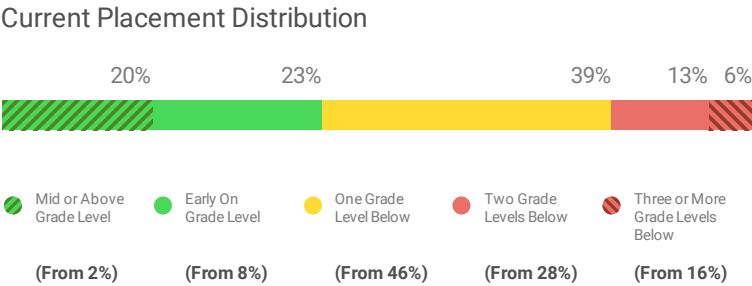
| All                   | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|-----------------------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|                       | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Yes - English Learner | <div><div></div></div> 124% | 64%   | <div><div></div></div> 78% | 31%   | 61%                                | 110/110                 |
| No - English Learner  | <div><div></div></div> 127% | 63%   | <div><div></div></div> 73% | 33%   | 70%                                | 209/209                 |
| Not Reported          | <div><div></div></div> 132% | 71%   | <div><div></div></div> 83% | 33%   | 67%                                | 21/21                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2021 - 2022                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 340/340



The median percent progress towards Typical Growth for this school is 127%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

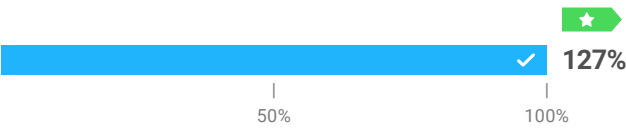


| Choose to Show Results By |                            |       |                           |       |                                    |                         |
|---------------------------|----------------------------|-------|---------------------------|-------|------------------------------------|-------------------------|
| Hispanic or Latino        |                            |       |                           |       |                                    |                         |
|                           |                            |       |                           |       |                                    | Showing 2 of 2          |
| All                       | Annual Typical Growth      |       | Annual Stretch Growth®    |       | % Students with Improved Placement | Students Assessed/Total |
|                           | Progress (Median)          | % Met | Progress (Median)         | % Met |                                    |                         |
| Yes - Hispanic or Latino  | <div><div></div>130%</div> | 67%   | <div><div></div>79%</div> | 33%   | 67%                                | 216/216                 |
| No - Hispanic or Latino   | <div><div></div>109%</div> | 58%   | <div><div></div>72%</div> | 31%   | 66%                                | 124/124                 |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2021 - 2022                             |
| Comparison Diagnostic | Final Diagnostic                        |

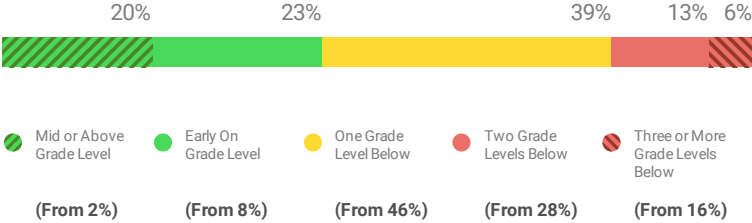
Students Assessed/Total: 340/340

Progress to Annual Typical Growth (Median)



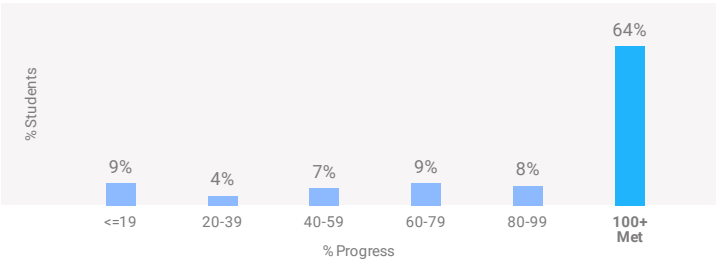
The median percent progress towards Typical Growth for this school is 127%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

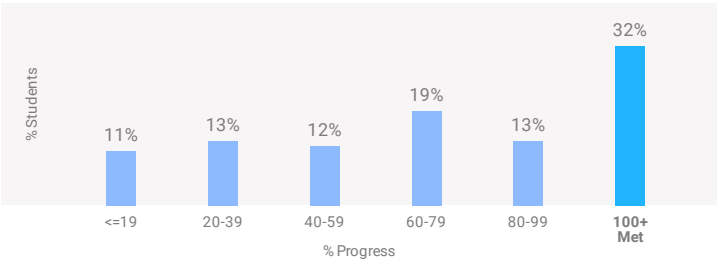


Mid or Above Grade Level (From 2%) Early On Grade Level (From 8%) One Grade Level Below (From 46%) Two Grade Levels Below (From 28%) Three or More Grade Levels Below (From 16%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Race

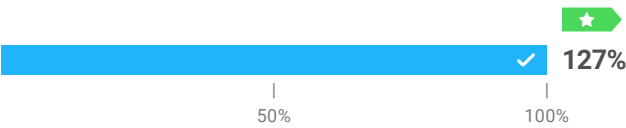
Showing 5 of 5

| All                                       | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|   | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| American Indian or Alaska Native          |                             |       |                            |       |                                    | 1/1                     |
| Asian                                     |                             |       |                            |       |                                    | 1/1                     |
| Black or African American                 | <div><div></div></div> 113% | 59%   | <div><div></div></div> 72% | 33%   | 68%                                | 130/130                 |
| Native Hawaiian or Other Pacific Islander |                             |       |                            |       |                                    | 1/1                     |
| Not Reported                              | <div><div></div></div> 130% | 67%   | <div><div></div></div> 79% | 31%   | 66%                                | 207/207                 |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2021 - 2022                             |
| Comparison Diagnostic | Final Diagnostic                        |

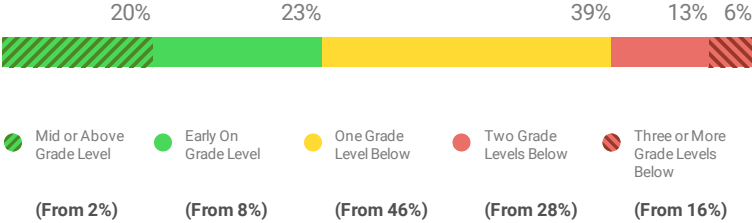
Students Assessed/Total: 340/340

Progress to Annual Typical Growth (Median)

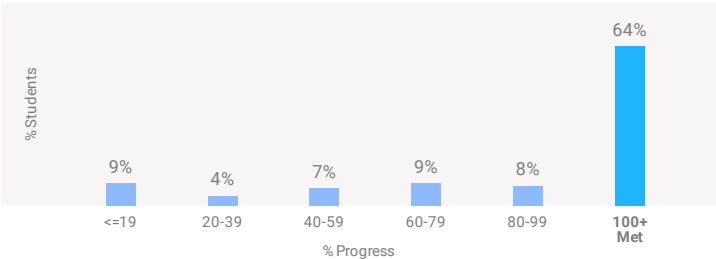


The median percent progress towards Typical Growth for this school is 127%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

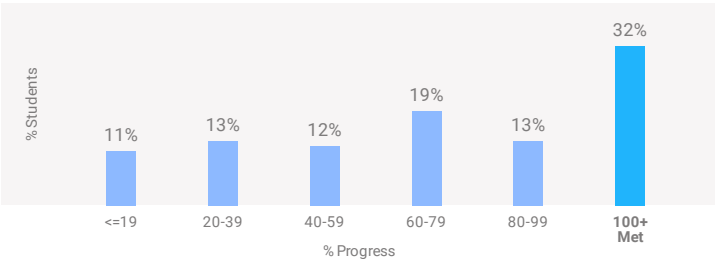
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

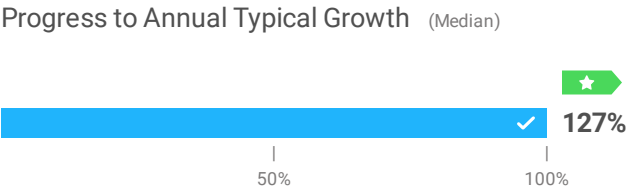
Economically Disadvantaged

Showing 2 of 2

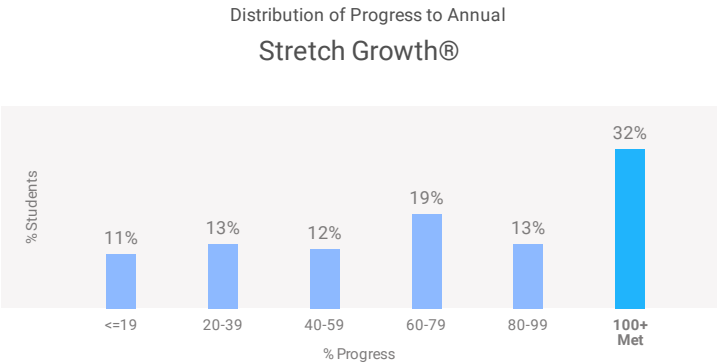
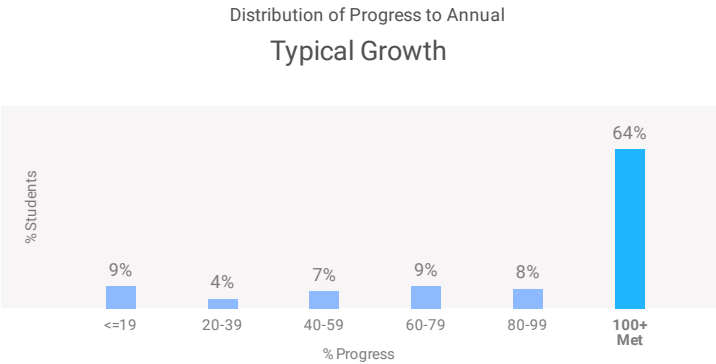
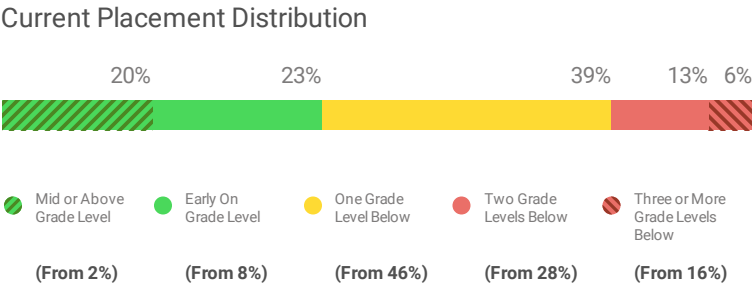
| All                              | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|----------------------------------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|                                  | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Yes - Economically Disadvantaged | 124%                  | 63%   | 75%                    | 32%   | 66%                                | 327/327                 |
| No - Economically Disadvantaged  | 141%                  | 77%   | 95%                    | 46%   | 85%                                | 13/13                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2021 - 2022                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 340/340



The median percent progress towards Typical Growth for this school is 127%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Special Education

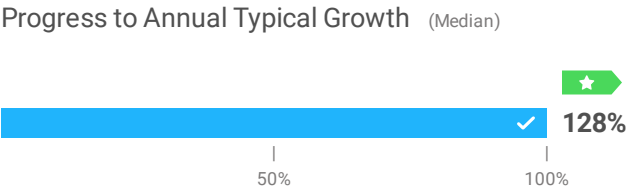
Showing 3 of 3

| All                     | Annual Typical Growth      |       | Annual Stretch Growth®    |       | % Students with Improved Placement | Students Assessed/Total |
|-------------------------|----------------------------|-------|---------------------------|-------|------------------------------------|-------------------------|
|                         | Progress (Median)          | % Met | Progress (Median)         | % Met |                                    |                         |
| Yes - Special Education | <div><div></div>156%</div> | 71%   | <div><div></div>74%</div> | 38%   | 65%                                | 34/34                   |
| No - Special Education  | <div><div></div>122%</div> | 62%   | <div><div></div>74%</div> | 32%   | 67%                                | 285/285                 |
| Not Reported            | <div><div></div>132%</div> | 71%   | <div><div></div>83%</div> | 33%   | 67%                                | 21/21                   |

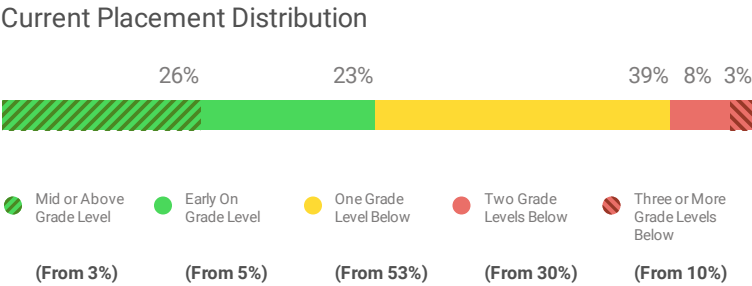


|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2022 - 2023                             |
| Comparison Diagnostic | Final Diagnostic                        |

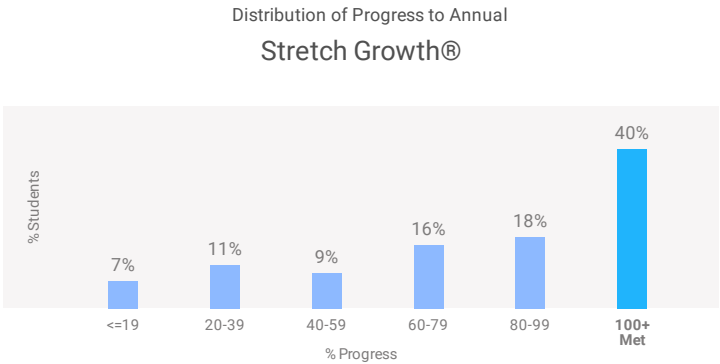
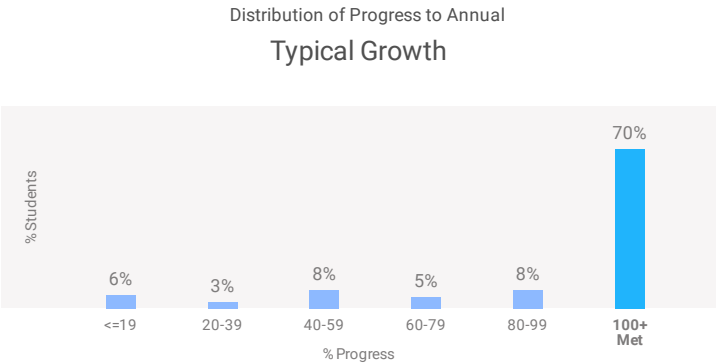
Students Assessed/Total: 333/333



The median percent progress towards Typical Growth for this school is 128%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.













Mid or Above Grade Level (From 3%)  
Early On Grade Level (From 5%)  
One Grade Level Below (From 53%)  
Two Grade Levels Below (From 30%)  
Three or More Grade Levels Below (From 10%)



Choose to Show Results By

Grade

Showing 6 of 6

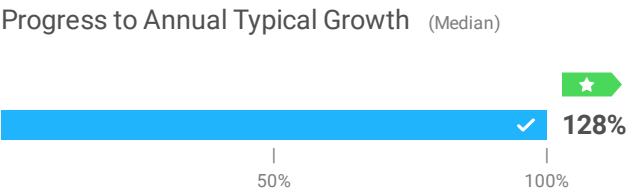
| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®   |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|--|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)  | % Met |                                    |                         |
| Grade K |  125% | 83%   |  100% | 51%   | 66%                                | 47/47                   |
| Grade 1 |  110% | 60%   |  84%  | 40%   | 65%                                | 57/57                   |
| Grade 2 |  141% | 84%   |  91%  | 43%   | 79%                                | 58/58                   |
| Grade 3 |  127% | 63%   |  85%  | 39%   | 68%                                | 57/57                   |
| Grade 4 |  130% | 68%   |  77%  | 30%   | 77%                                | 56/56                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2022 - 2023                             |
| Comparison Diagnostic | Final Diagnostic                        |

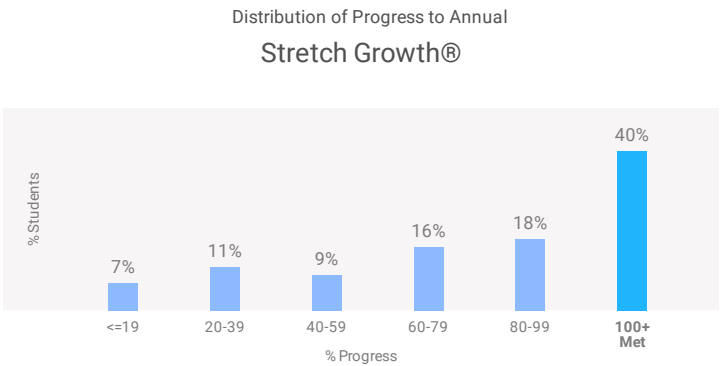
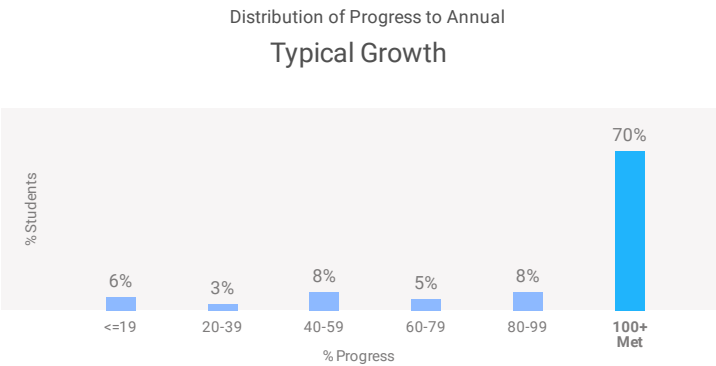
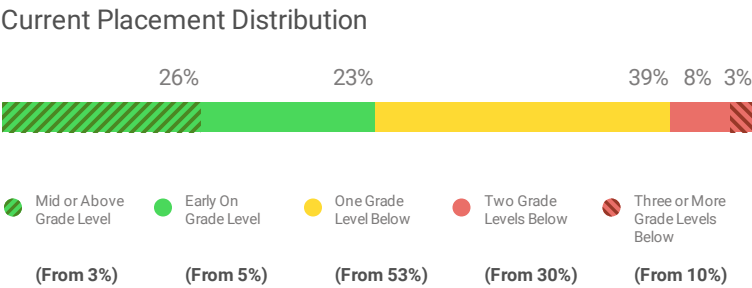
| Grade   | Annual Typical Growth        |       | Annual Stretch Growth®    |       | % Students with Improved Placement | Students Assessed/Total |
|---------|------------------------------|-------|---------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)            | % Met | Progress (Median)         | % Met |                                    |                         |
| Grade 5 | <div><div></div>✓ 122%</div> | 64%   | <div><div></div>75%</div> | 36%   | 72%                                | 58/58                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2022 - 2023                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 333/333



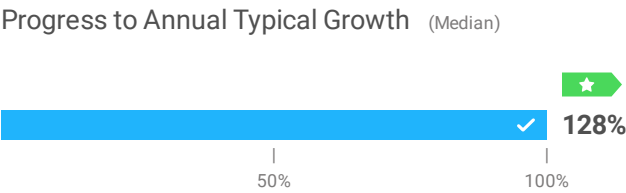
The median percent progress towards Typical Growth for this school is 128%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



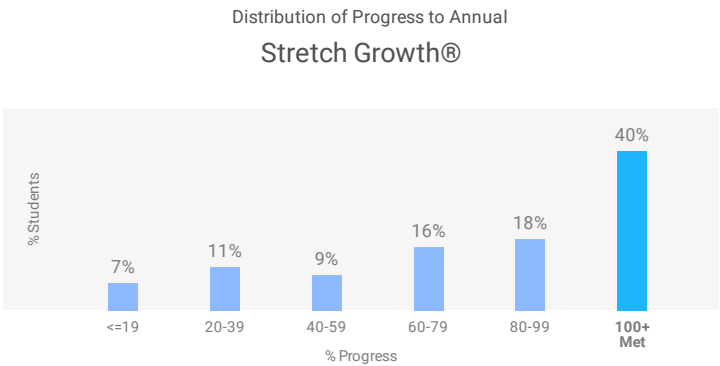
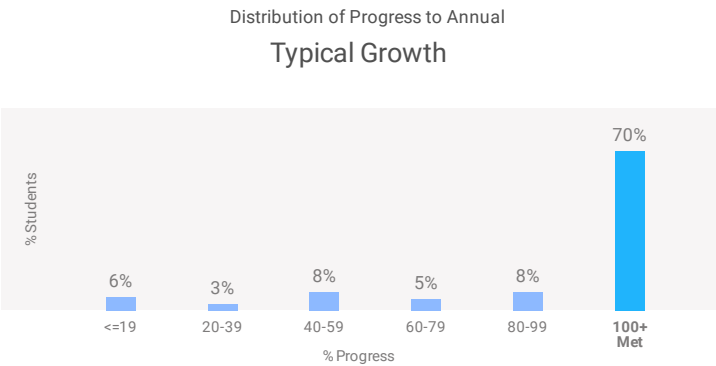
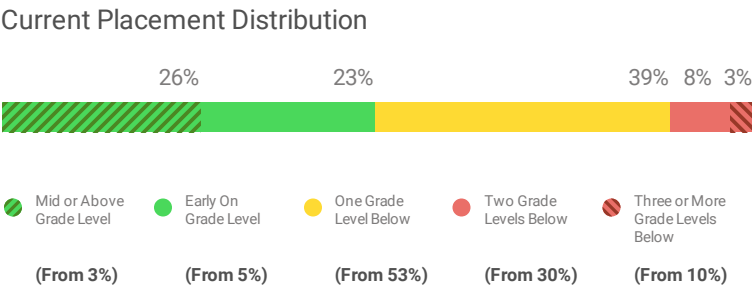
| Choose to Show Results By |                             |       |                            |       |                                    |                         |
|---------------------------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
| English Learner           |                             |       |                            |       |                                    |                         |
| Showing 3 of 3            |                             |       |                            |       |                                    |                         |
| All                       | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|                           | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Yes - English Learner     | <div><div></div></div> 138% | 75%   | <div><div></div></div> 91% | 45%   | 73%                                | 112/112                 |
| No - English Learner      | <div><div></div></div> 122% | 68%   | <div><div></div></div> 80% | 34%   | 69%                                | 160/160                 |
| Not Reported              | <div><div></div></div> 125% | 67%   | <div><div></div></div> 94% | 44%   | 75%                                | 61/61                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2022 - 2023                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 333/333



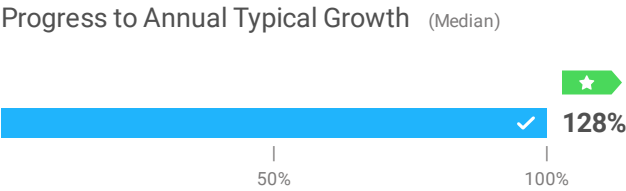
The median percent progress towards Typical Growth for this school is 128%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



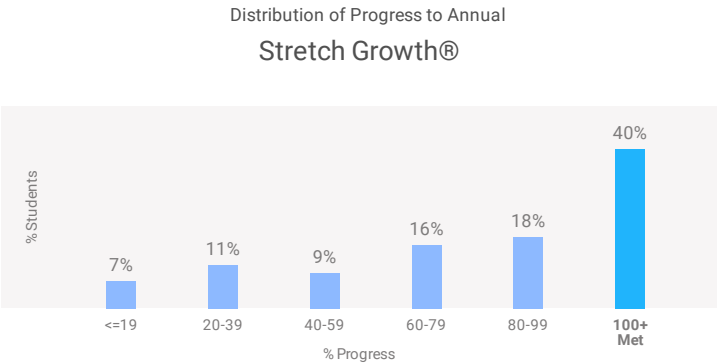
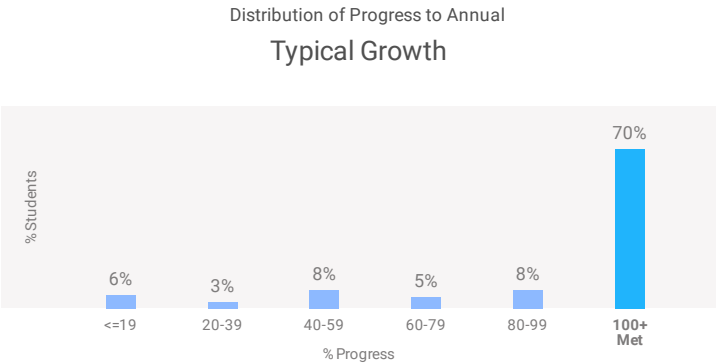
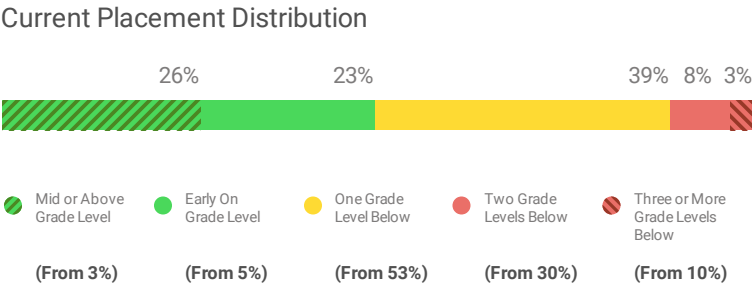
| Choose to Show Results By |                             |       |                            |       |                                    |                         |
|---------------------------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
| Hispanic or Latino        |                             |       |                            |       |                                    |                         |
|                           |                             |       |                            |       |                                    | Showing 2 of 2          |
| All                       | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|                           | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Yes - Hispanic or Latino  | <div><div></div></div> 131% | 70%   | <div><div></div></div> 85% | 41%   | 72%                                | 216/216                 |
| No - Hispanic or Latino   | <div><div></div></div> 121% | 70%   | <div><div></div></div> 86% | 38%   | 71%                                | 117/117                 |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2022 - 2023                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 333/333



The median percent progress towards Typical Growth for this school is 128%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

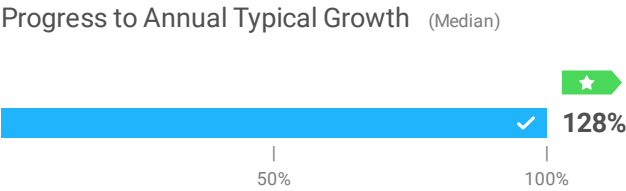
Race

Showing 6 of 6

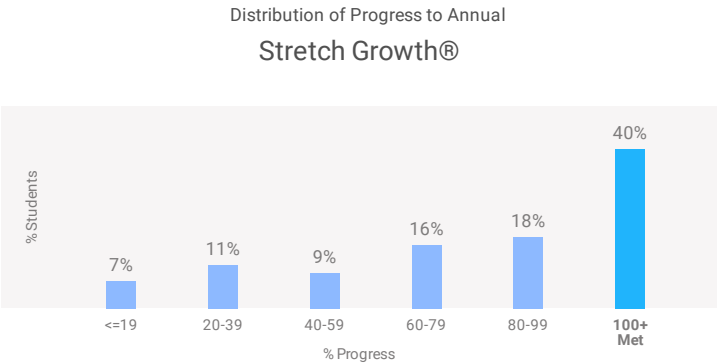
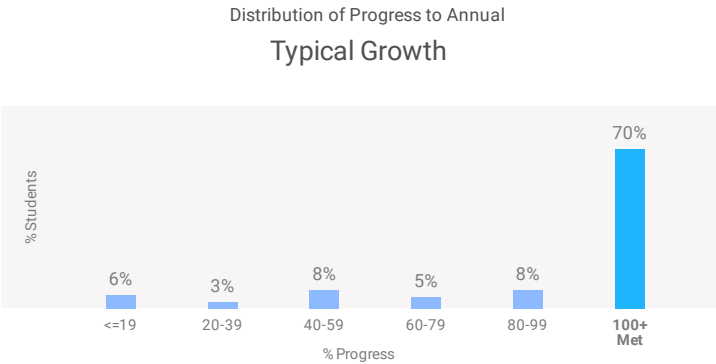
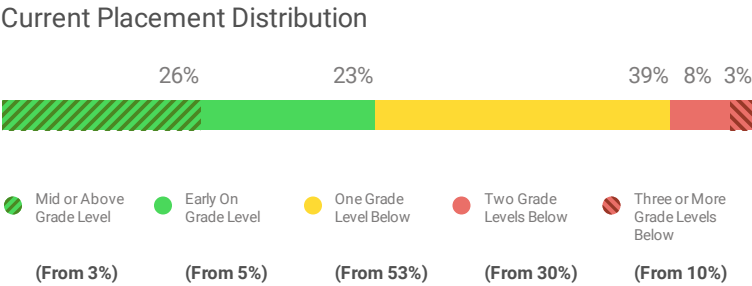
| All                                       | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|   | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| American Indian or Alaska Native          |                             |       |                            |       |                                    | 1/1                     |
| Asian                                     |                             |       |                            |       |                                    | 1/1                     |
| Black or African American                 | <div><div></div> 119%</div> | 68%   | <div><div></div> 82%</div> | 36%   | 71%                                | 121/121                 |
| Native Hawaiian or Other Pacific Islander |                             |       |                            |       |                                    | 1/1                     |
| White                                     |                             |       |                            |       |                                    | 1/1                     |
| Not Reported                              | <div><div></div> 131%</div> | 71%   | <div><div></div> 86%</div> | 41%   | 72%                                | 208/208                 |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2022 - 2023                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 333/333



The median percent progress towards Typical Growth for this school is 128%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

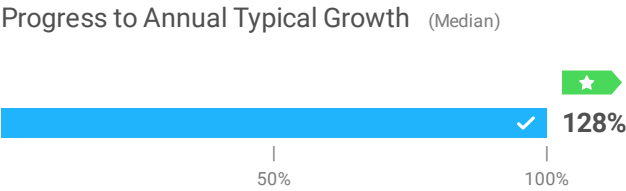
Economically Disadvantaged

Showing 2 of 2

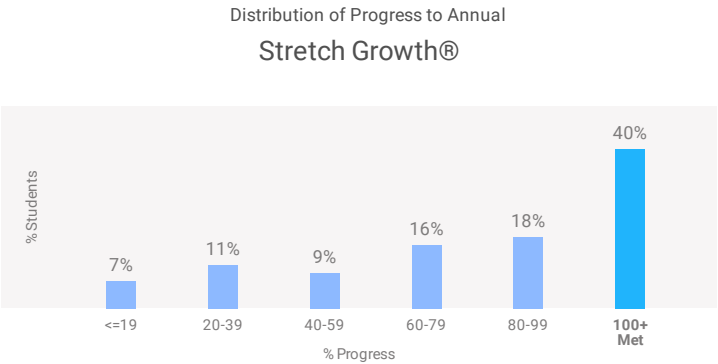
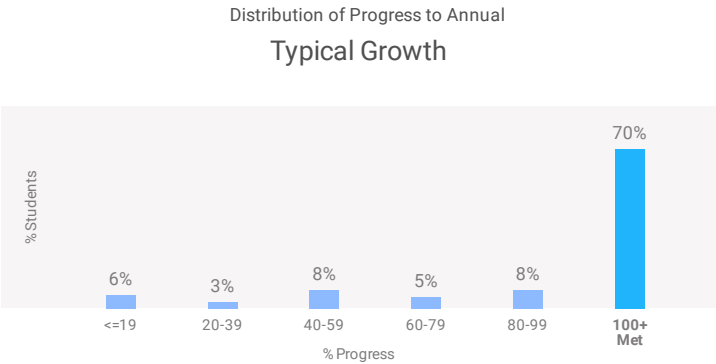
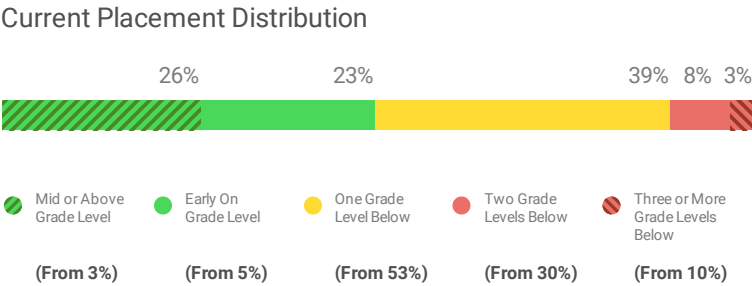
| All                              | Annual Typical Growth       |       | Annual Stretch Growth®      |       | % Students with Improved Placement | Students Assessed/Total |
|----------------------------------|-----------------------------|-------|-----------------------------|-------|------------------------------------|-------------------------|
|                                  | Progress (Median)           | % Met | Progress (Median)           | % Met |                                    |                         |
| Yes - Economically Disadvantaged | <div><div>✓</div>125%</div> | 69%   | <div><div></div>85%</div>   | 39%   | 71%                                | 319/319                 |
| No - Economically Disadvantaged  | <div><div>✓</div>172%</div> | 86%   | <div><div>✓</div>130%</div> | 57%   | 93%                                | 14/14                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2022 - 2023                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 333/333









The median percent progress towards Typical Growth for this school is 128%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

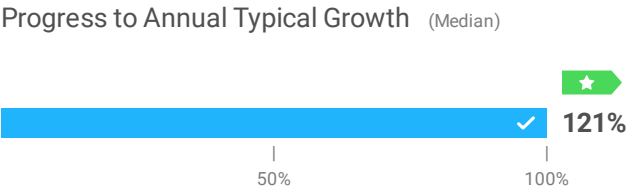
Special Education

Showing 3 of 3

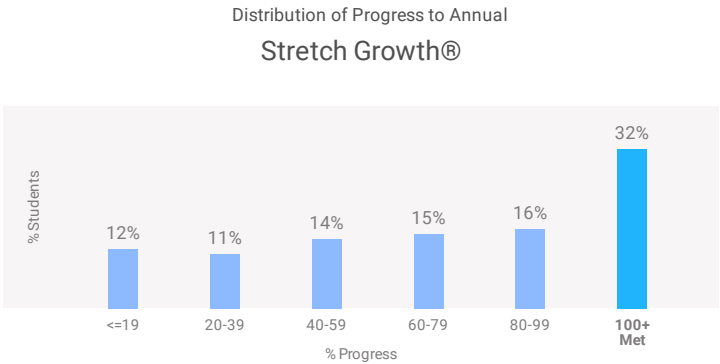
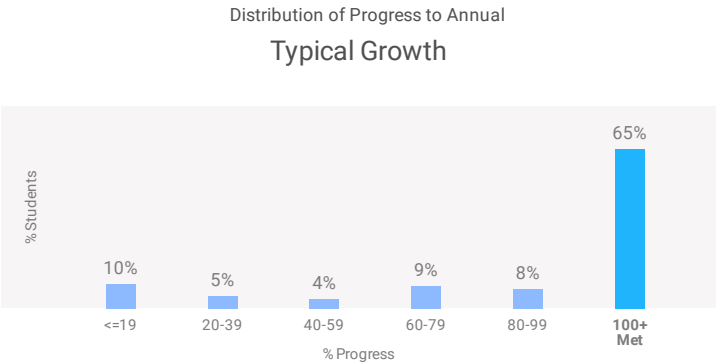
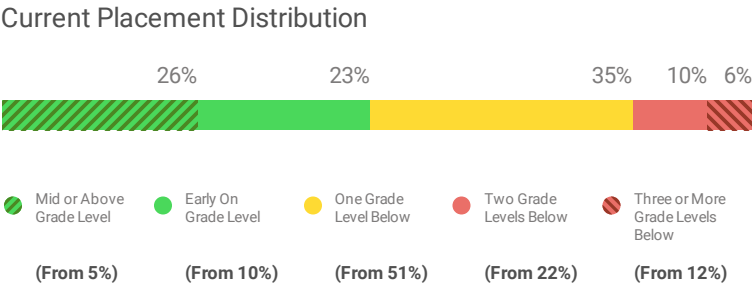
| All                     | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|-------------------------|--|-------|---|-------|------------------------------------|-------------------------|
|                         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Yes - Special Education |  131% | 70%   |  86% | 41%   | 70%                                | 37/37                   |
| No - Special Education  |  128% | 71%   |  84% | 38%   | 71%                                | 235/235                 |
| Not Reported            |  125% | 67%   |  94% | 44%   | 75%                                | 61/61                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2022 - 2023                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 333/333




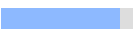



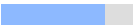



The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade K |  122% | 72%   |  90% | 45%   | 85%                                | 47/47                   |
| Grade 1 |  108% | 51%   |  67% | 21%   | 53%                                | 57/57                   |
| Grade 2 |  117% | 72%   |  78% | 34%   | 78%                                | 58/58                   |
| Grade 3 |  131% | 65%   |  73% | 28%   | 74%                                | 57/57                   |
| Grade 4 |  160% | 66%   |  79% | 36%   | 63%                                | 56/56                   |

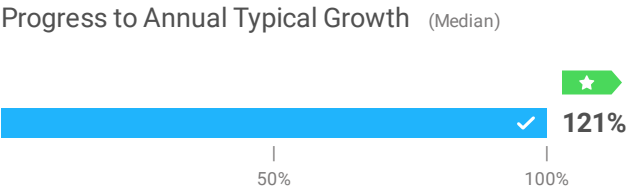


|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2022 - 2023                             |
| Comparison Diagnostic | Final Diagnostic                        |

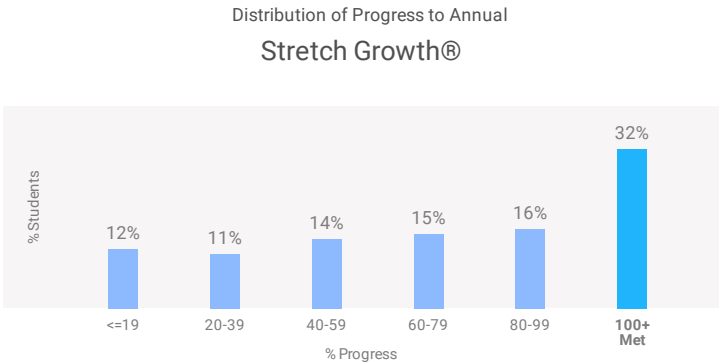
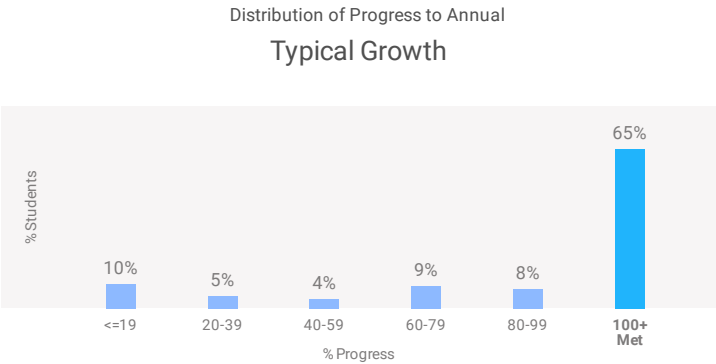
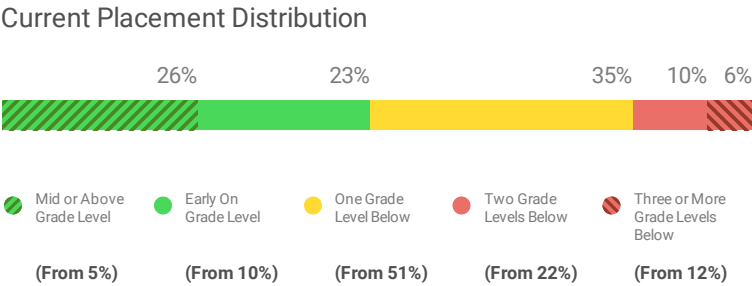
| Grade   | Annual Typical Growth         |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-------------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)             | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> ✓ 138% | 62%   | <div><div></div></div> 59% | 29%   | 48%                                | 58/58                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2022 - 2023                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 333/333



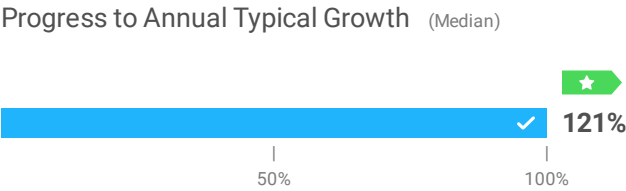
The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



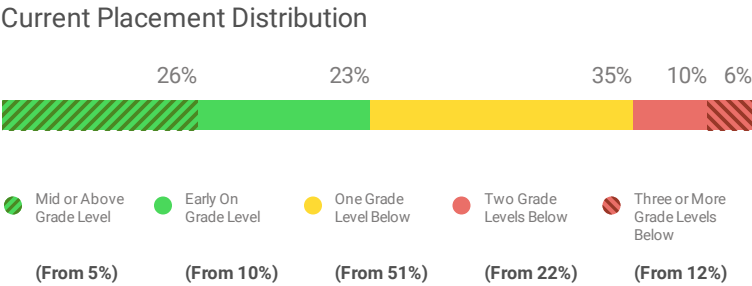
| Choose to Show Results By |                             |       |                            |       |                                    |                         |
|---------------------------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
| English Learner           |                             |       |                            |       |                                    |                         |
| Showing 3 of 3            |                             |       |                            |       |                                    |                         |
| All                       | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|                           | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Yes - English Learner     | <div><div></div></div> 131% | 64%   | <div><div></div></div> 74% | 29%   | 63%                                | 112/112                 |
| No - English Learner      | <div><div></div></div> 116% | 61%   | <div><div></div></div> 75% | 33%   | 61%                                | 160/160                 |
| Not Reported              | <div><div></div></div> 124% | 74%   | <div><div></div></div> 87% | 36%   | 84%                                | 61/61                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2022 - 2023                             |
| Comparison Diagnostic | Final Diagnostic                        |

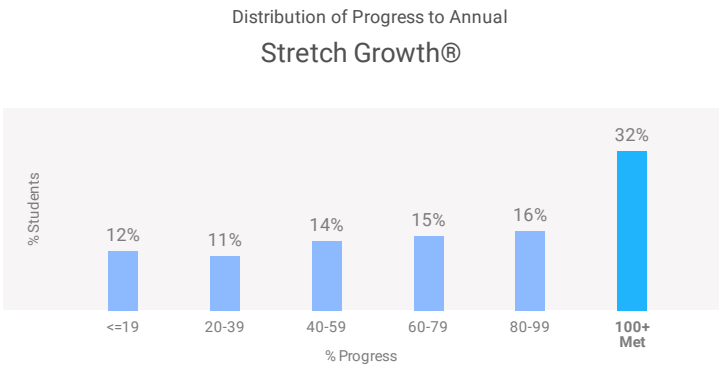
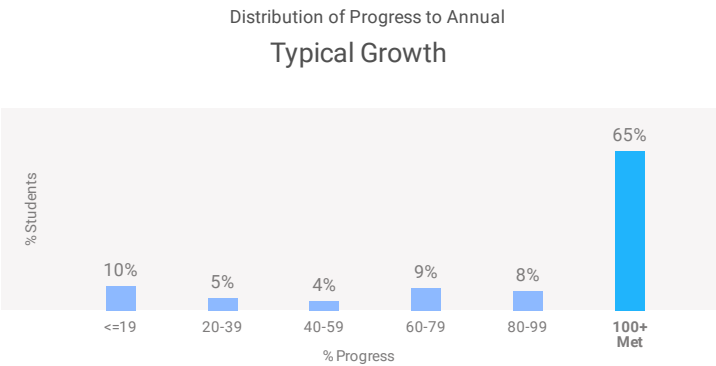
Students Assessed/Total: 333/333



The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



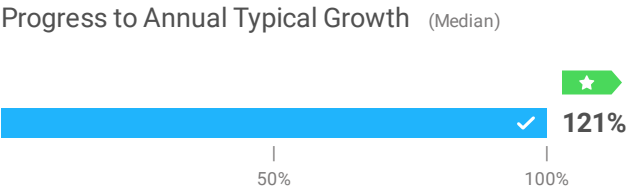
Mid or Above Grade Level (From 5%) Early On Grade Level (From 10%) One Grade Level Below (From 51%) Two Grade Levels Below (From 22%) Three or More Grade Levels Below (From 12%)



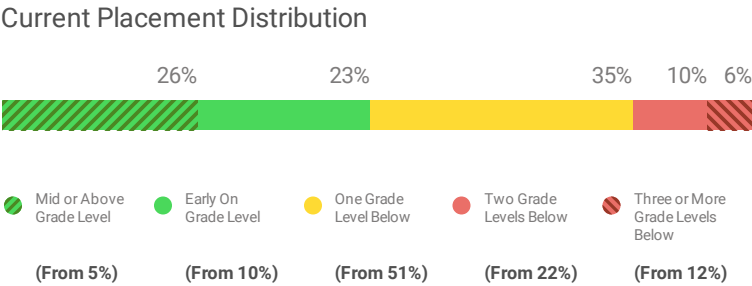
| Choose to Show Results By |                             |       |                            |       |                                    |                         |
|---------------------------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
| Hispanic or Latino        |                             |       |                            |       |                                    |                         |
|                           |                             |       |                            |       |                                    | Showing 2 of 2          |
| All                       | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|                           | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Yes - Hispanic or Latino  | <div><div></div></div> 131% | 64%   | <div><div></div></div> 78% | 32%   | 66%                                | 216/216                 |
| No - Hispanic or Latino   | <div><div></div></div> 118% | 65%   | <div><div></div></div> 78% | 32%   | 66%                                | 117/117                 |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2022 - 2023                             |
| Comparison Diagnostic | Final Diagnostic                        |

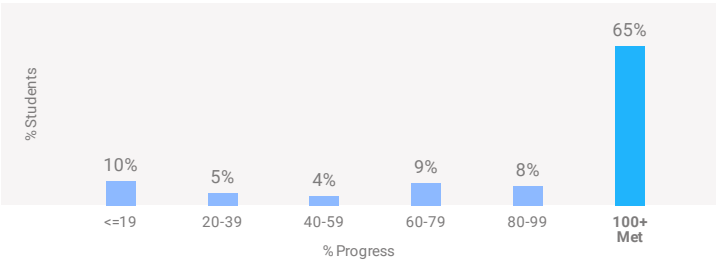
Students Assessed/Total: 333/333



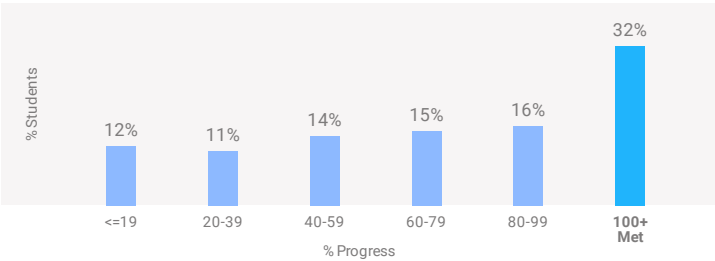
The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

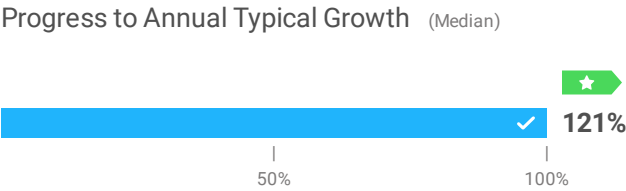
Race

Showing 6 of 6

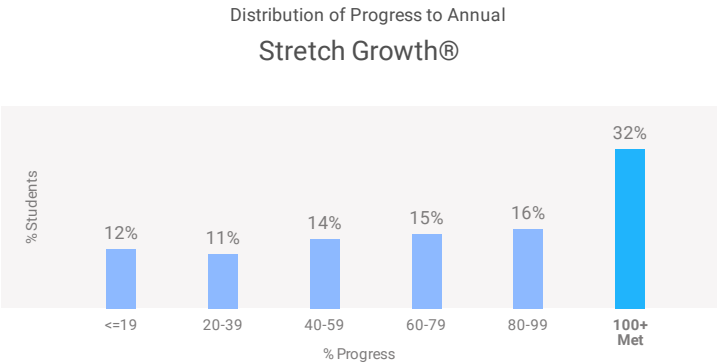
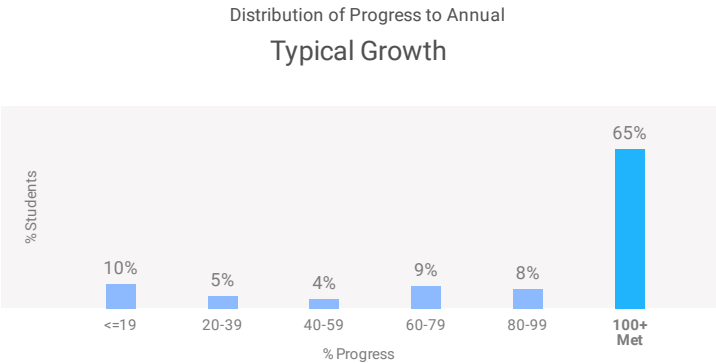
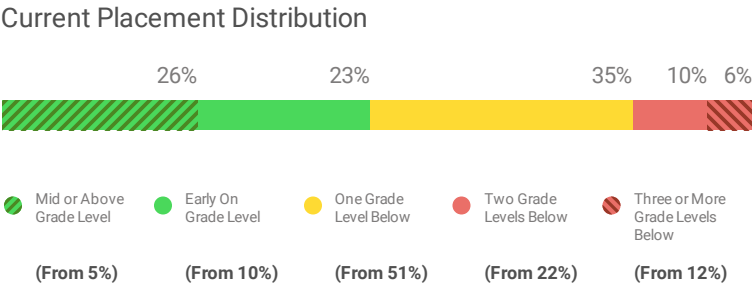
| All                                       | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|   | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| American Indian or Alaska Native          |                             |       |                            |       |                                    | 1/1                     |
| Asian                                     |                             |       |                            |       |                                    | 1/1                     |
| Black or African American                 | <div><div></div></div> 114% | 64%   | <div><div></div></div> 76% | 31%   | 66%                                | 121/121                 |
| Native Hawaiian or Other Pacific Islander |                             |       |                            |       |                                    | 1/1                     |
| White                                     |                             |       |                            |       |                                    | 1/1                     |
| Not Reported                              | <div><div></div></div> 131% | 65%   | <div><div></div></div> 79% | 32%   | 65%                                | 208/208                 |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2022 - 2023                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 333/333



The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

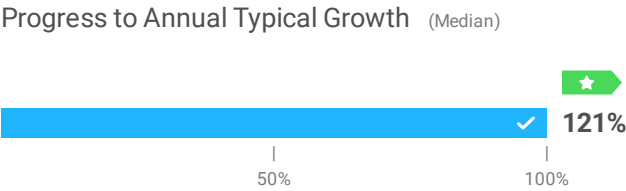
Economically Disadvantaged

Showing 2 of 2

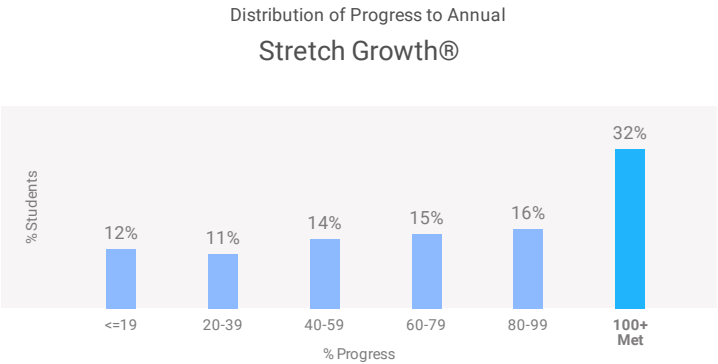
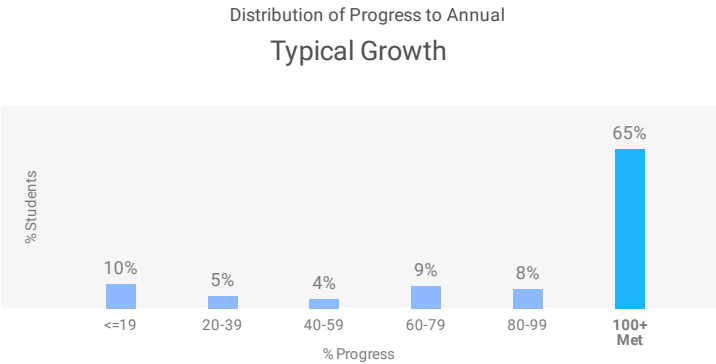
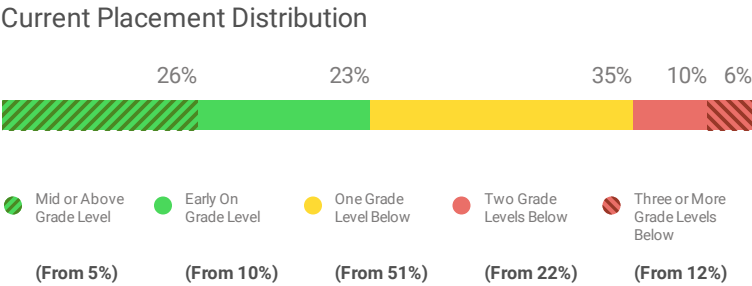
| All                              | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|----------------------------------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|                                  | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Yes - Economically Disadvantaged | <div><div></div>121%</div> | 64%   | <div><div></div>77%</div>  | 31%   | 66%                                | 319/319                 |
| No - Economically Disadvantaged  | <div><div></div>172%</div> | 79%   | <div><div></div>116%</div> | 57%   | 79%                                | 14/14                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2022 - 2023                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 333/333



The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

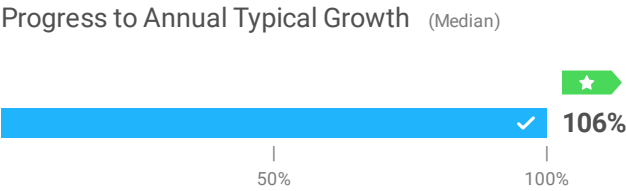
Special Education

Showing 3 of 3

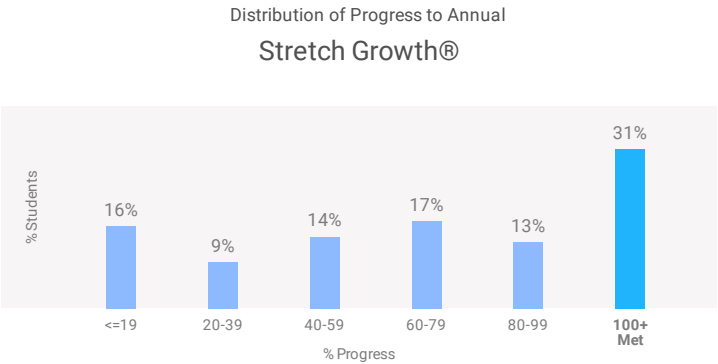
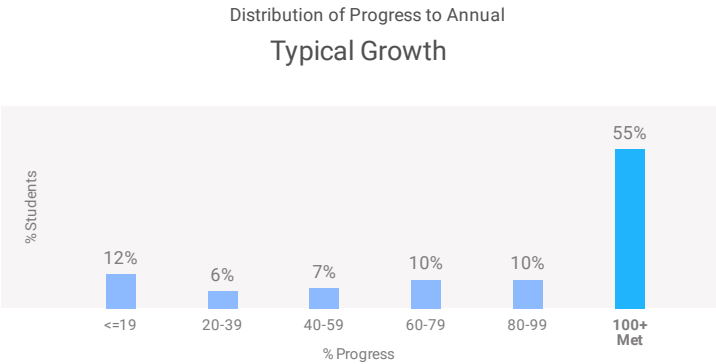
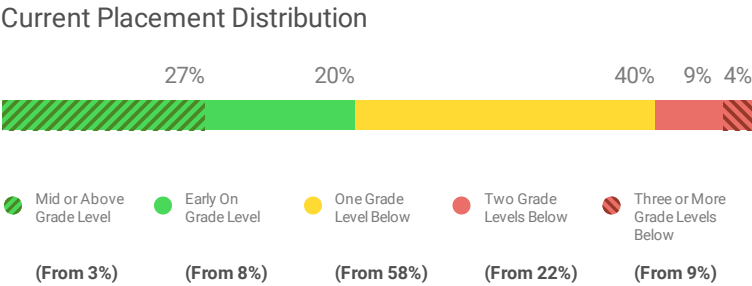
| All                     | Annual Typical Growth      |       | Annual Stretch Growth®    |       | % Students with Improved Placement | Students Assessed/Total |
|-------------------------|----------------------------|-------|---------------------------|-------|------------------------------------|-------------------------|
|                         | Progress (Median)          | % Met | Progress (Median)         | % Met |                                    |                         |
| Yes - Special Education | <div><div></div>137%</div> | 73%   | <div><div></div>69%</div> | 27%   | 68%                                | 37/37                   |
| No - Special Education  | <div><div></div>120%</div> | 61%   | <div><div></div>75%</div> | 31%   | 61%                                | 235/235                 |
| Not Reported            | <div><div></div>124%</div> | 74%   | <div><div></div>87%</div> | 36%   | 84%                                | 61/61                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2023 - 2024                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 339/339



The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®    |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|---------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)         | % Met |                                    |                         |
| Grade K | <div><div></div>104%</div> | 57%   | <div><div></div>82%</div> | 43%   | 73%                                | 51/51                   |
| Grade 1 | <div><div></div>100%</div> | 56%   | <div><div></div>78%</div> | 39%   | 48%                                | 54/54                   |
| Grade 2 | <div><div></div>89%</div>  | 46%   | <div><div></div>61%</div> | 20%   | 66%                                | 56/56                   |
| Grade 3 | <div><div></div>100%</div> | 53%   | <div><div></div>71%</div> | 22%   | 69%                                | 59/59                   |
| Grade 4 | <div><div></div>143%</div> | 71%   | <div><div></div>88%</div> | 42%   | 78%                                | 59/59                   |

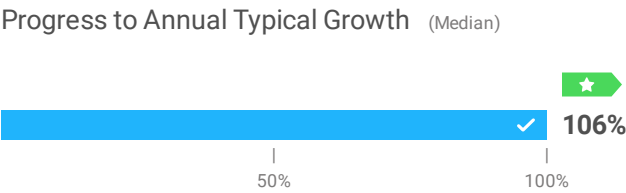
|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2023 - 2024                             |
| Comparison Diagnostic | Final Diagnostic                        |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®                |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|---------------------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)                     | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 98% | 50%   | <div><div></div><div></div></div> 59% | 23%   | 57%                                | 60/60                   |

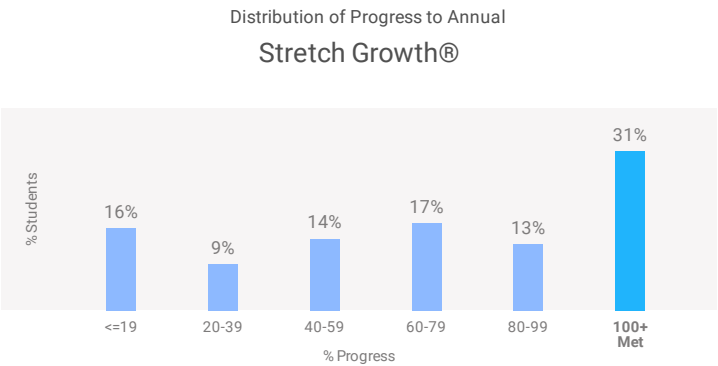
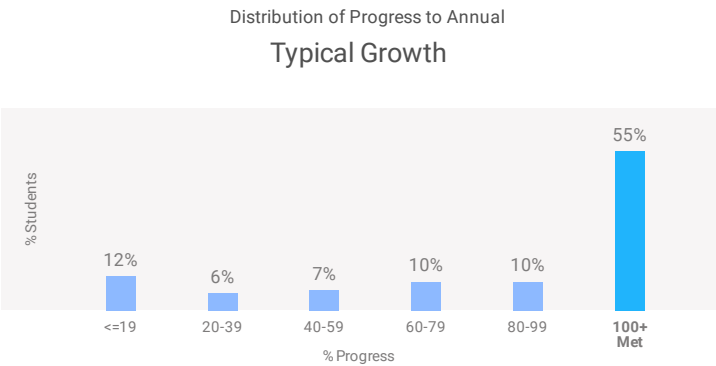
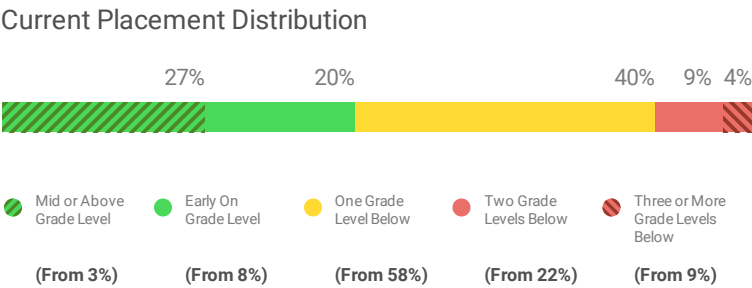


|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2023 - 2024                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 339/339



The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

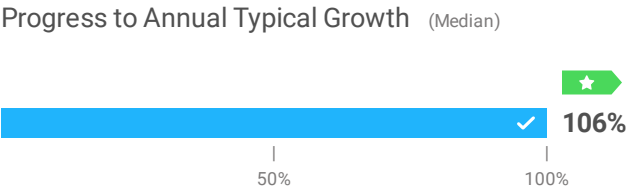
English Learner

Showing 3 of 3

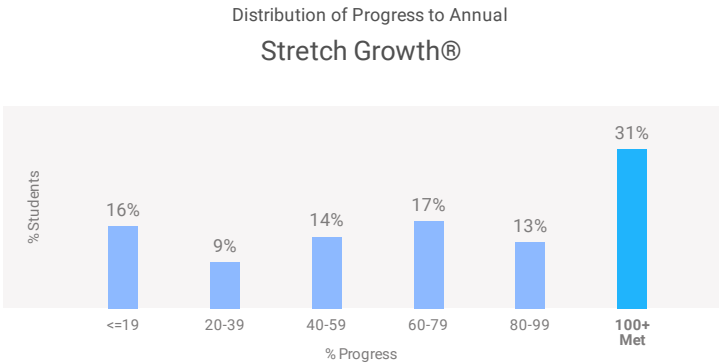
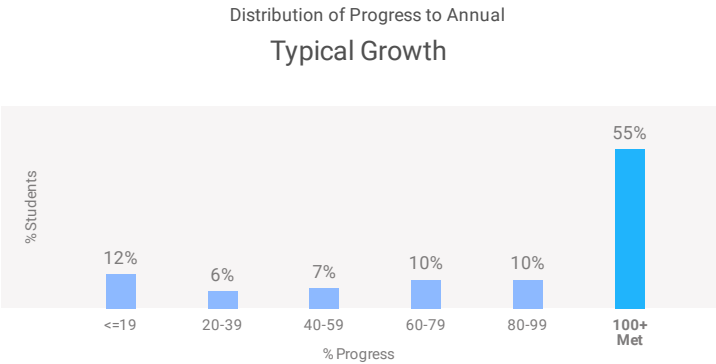
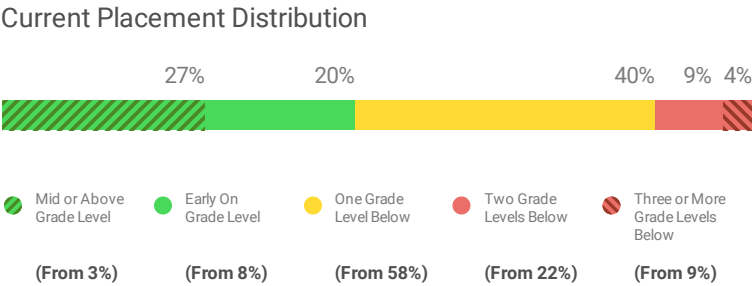
| All                   | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|-----------------------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|                       | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Yes - English Learner | <div><div></div></div> 113% | 60%   | <div><div></div></div> 79% | 33%   | 67%                                | 108/108                 |
| No - English Learner  | <div><div></div></div> 106% | 54%   | <div><div></div></div> 70% | 28%   | 64%                                | 191/191                 |
| Not Reported          | <div><div></div></div> 95%  | 48%   | <div><div></div></div> 72% | 40%   | 65%                                | 40/40                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2023 - 2024                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 339/339



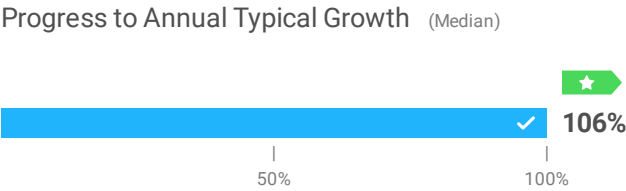
The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



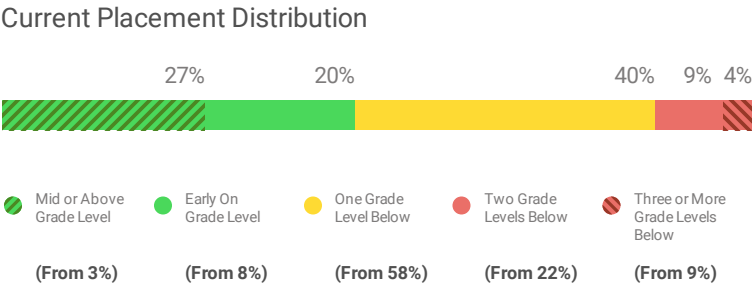
| Choose to Show Results By |                             |       |                            |       |                                    |                         |
|---------------------------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
| Hispanic or Latino        |                             |       |                            |       |                                    |                         |
|                           |                             |       |                            |       |                                    | Showing 2 of 2          |
| All                       | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|                           | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Yes - Hispanic or Latino  | <div><div></div></div> 115% | 59%   | <div><div></div></div> 79% | 34%   | 66%                                | 202/202                 |
| No - Hispanic or Latino   | <div><div></div></div> 97%  | 50%   | <div><div></div></div> 67% | 28%   | 64%                                | 137/137                 |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2023 - 2024                             |
| Comparison Diagnostic | Final Diagnostic                        |

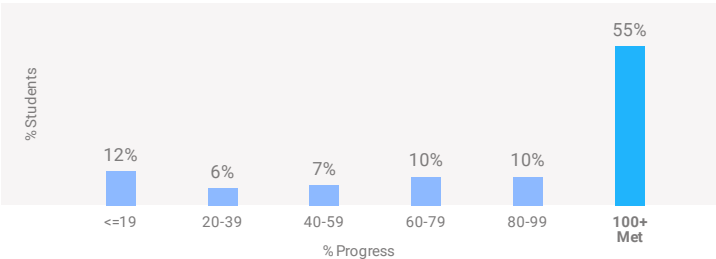
Students Assessed/Total: 339/339



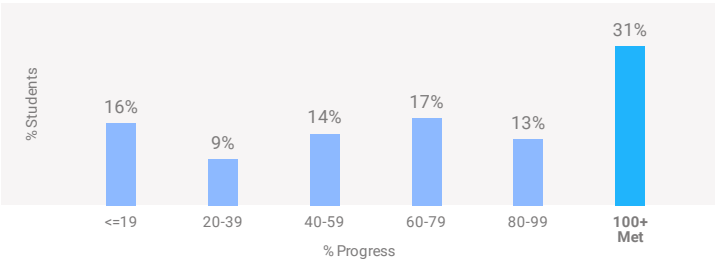
The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

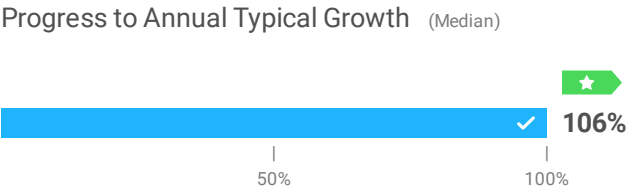
Race

Showing 5 of 5

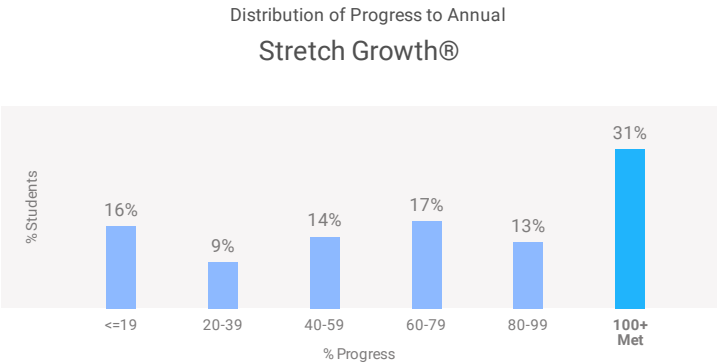
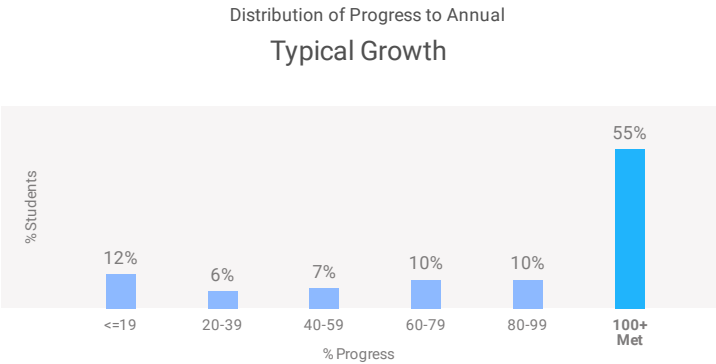
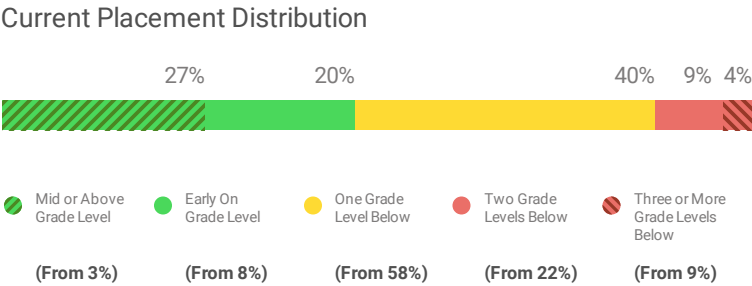
| All                                       | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|   | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| American Indian or Alaska Native          |                             |       |                            |       |                                    | 1/1                     |
| Asian                                     |                             |       |                            |       |                                    | 1/1                     |
| Black or African American                 | <div><div></div></div> 97%  | 49%   | <div><div></div></div> 67% | 28%   | 62%                                | 142/142                 |
| Native Hawaiian or Other Pacific Islander |                             |       |                            |       |                                    | 1/1                     |
| Not Reported                              | <div><div></div></div> 114% | 59%   | <div><div></div></div> 77% | 33%   | 67%                                | 194/194                 |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2023 - 2024                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 339/339



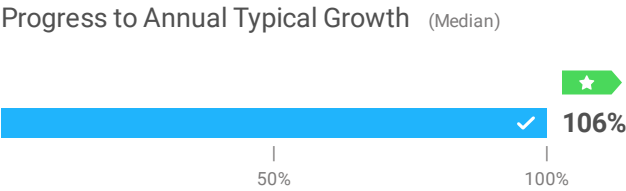
The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



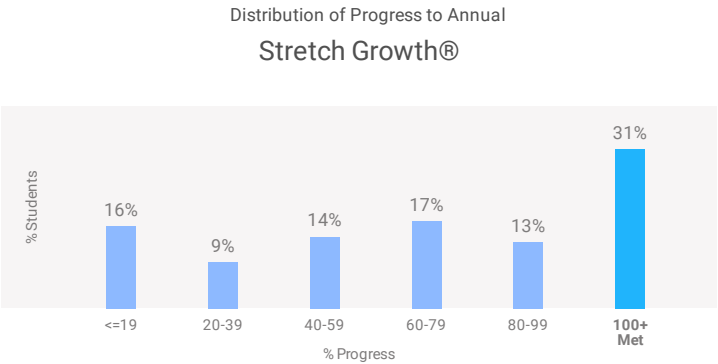
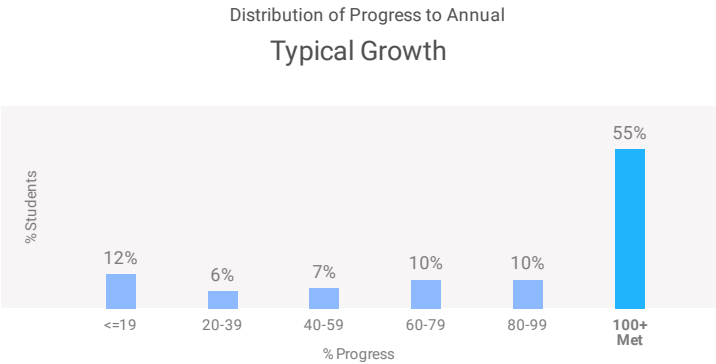
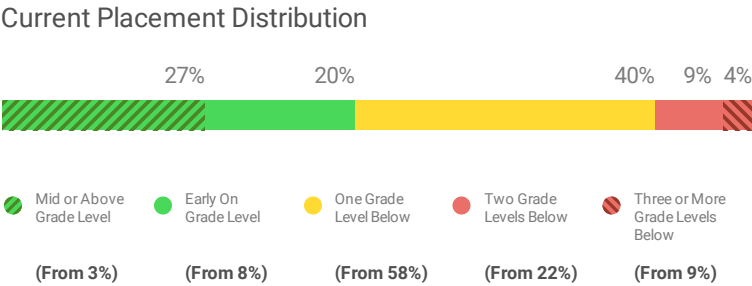
| Choose to Show Results By        |                            |       |                            |       |                                    |                         |
|----------------------------------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
| Economically Disadvantaged       |                            |       |                            |       |                                    |                         |
| Showing 2 of 2                   |                            |       |                            |       |                                    |                         |
| All                              | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|                                  | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Yes - Economically Disadvantaged | <div><div></div>103%</div> | 54%   | <div><div></div>70%</div>  | 30%   | 65%                                | 319/319                 |
| No - Economically Disadvantaged  | <div><div></div>132%</div> | 80%   | <div><div></div>102%</div> | 55%   | 75%                                | 20/20                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Math                                    |
| Academic Year         | 2023 - 2024                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 339/339



The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

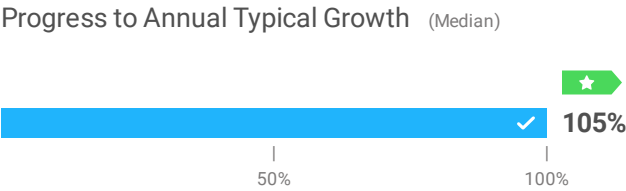
Special Education

Showing 3 of 3

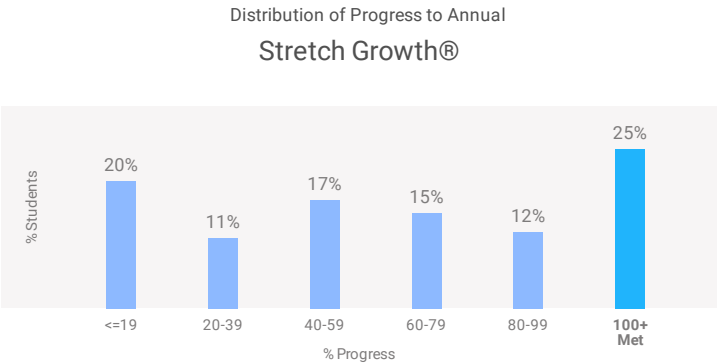
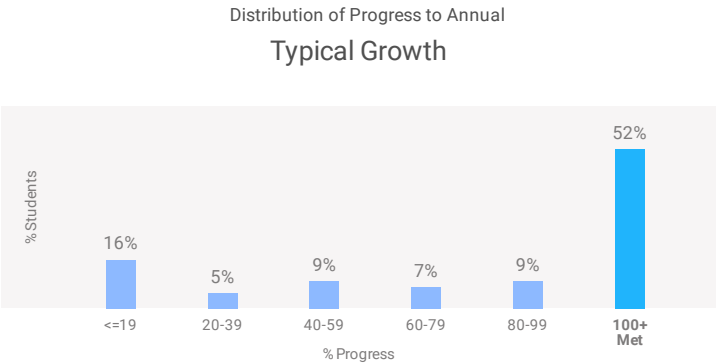
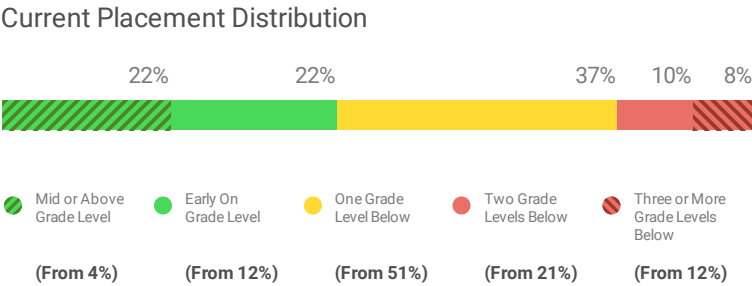
| All                     | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|-------------------------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|                         | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Yes - Special Education | <div><div></div></div> 113% | 55%   | <div><div></div></div> 63% | 30%   | 70%                                | 33/33                   |
| No - Special Education  | <div><div></div></div> 110% | 57%   | <div><div></div></div> 74% | 30%   | 65%                                | 266/266                 |
| Not Reported            | <div><div></div></div> 95%  | 48%   | <div><div></div></div> 72% | 40%   | 65%                                | 40/40                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2023 - 2024                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 339/339



The median percent progress towards Typical Growth for this school is 105%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

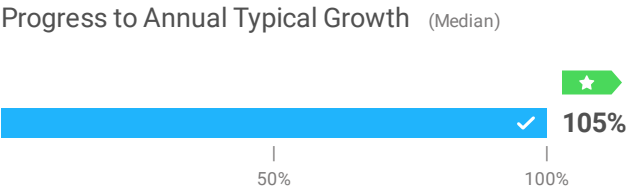
Grade

Showing 6 of 6

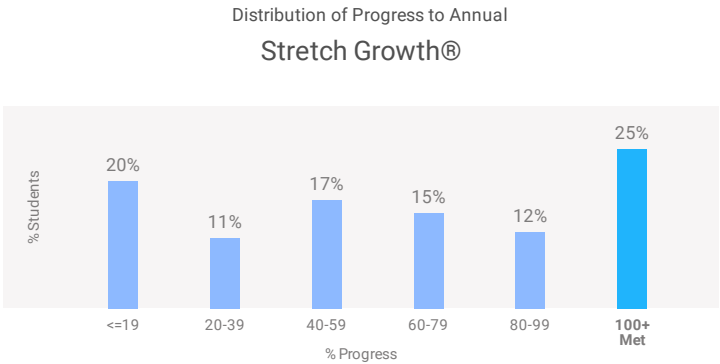
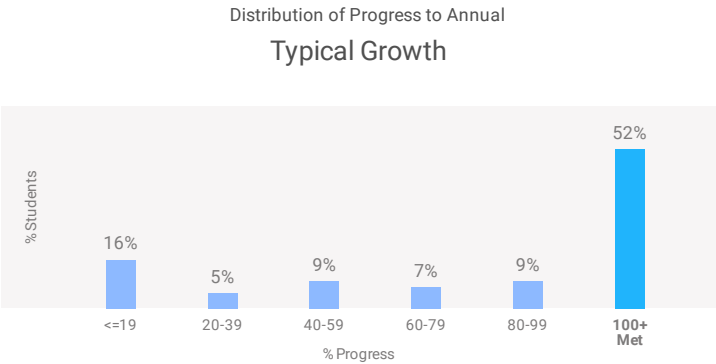
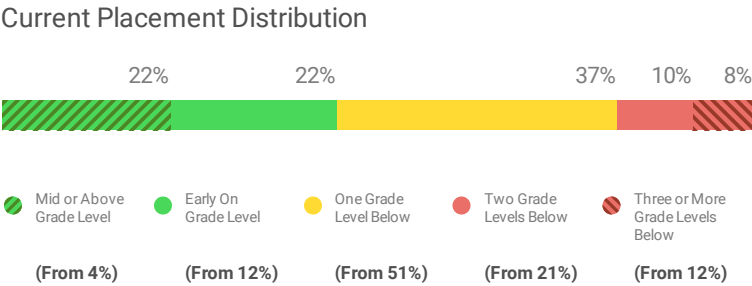
| Grade   | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade K | <div><div></div></div> 94%  | 45%   | <div><div></div></div> 69% | 25%   | 75%                                | 51/51                   |
| Grade 1 | <div><div></div></div> 83%  | 41%   | <div><div></div></div> 60% | 24%   | 44%                                | 54/54                   |
| Grade 2 | <div><div></div></div> 95%  | 48%   | <div><div></div></div> 64% | 25%   | 64%                                | 56/56                   |
| Grade 3 | <div><div></div></div> 111% | 54%   | <div><div></div></div> 59% | 32%   | 61%                                | 59/59                   |
| Grade 4 | <div><div></div></div> 115% | 66%   | <div><div></div></div> 64% | 22%   | 46%                                | 59/59                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2023 - 2024                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 339/339



The median percent progress towards Typical Growth for this school is 105%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



| Choose to Show Results By |                            |       |                           |       |                                    |                         |
|---------------------------|----------------------------|-------|---------------------------|-------|------------------------------------|-------------------------|
| English Learner           |                            |       |                           |       |                                    |                         |
| Showing 3 of 3            |                            |       |                           |       |                                    |                         |
| All                       | Annual Typical Growth      |       | Annual Stretch Growth®    |       | % Students with Improved Placement | Students Assessed/Total |
|                           | Progress (Median)          | % Met | Progress (Median)         | % Met |                                    |                         |
| Yes - English Learner     | <div><div></div>106%</div> | 54%   | <div><div></div>63%</div> | 26%   | 60%                                | 108/108                 |
| No - English Learner      | <div><div></div>102%</div> | 52%   | <div><div></div>60%</div> | 24%   | 51%                                | 191/191                 |
| Not Reported              | <div><div></div>100%</div> | 50%   | <div><div></div>74%</div> | 30%   | 70%                                | 40/40                   |

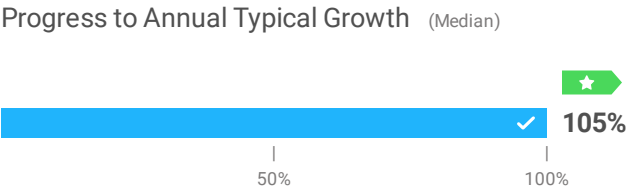
|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2023 - 2024                             |
| Comparison Diagnostic | Final Diagnostic                        |

| Grade   | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 110% | 57%   | <div><div></div></div> 55% | 23%   | 48%                                | 60/60                   |

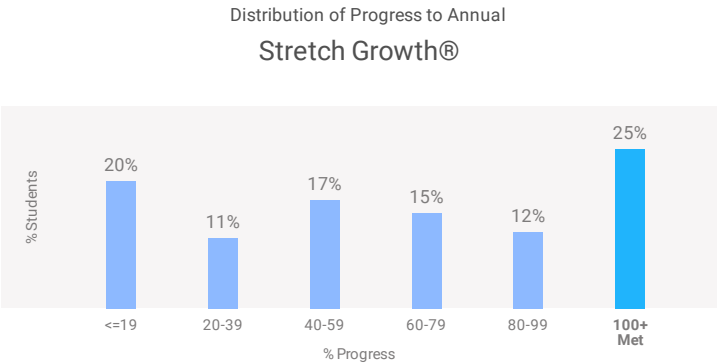
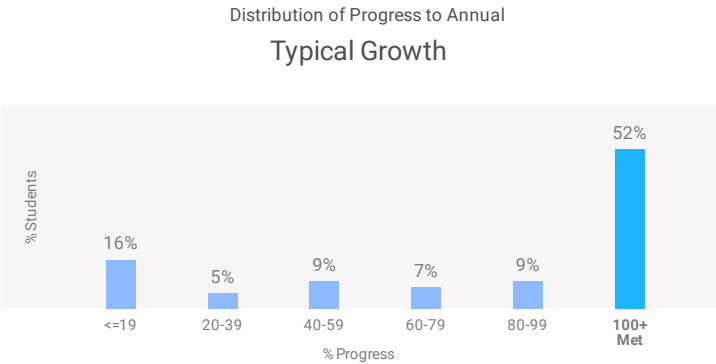
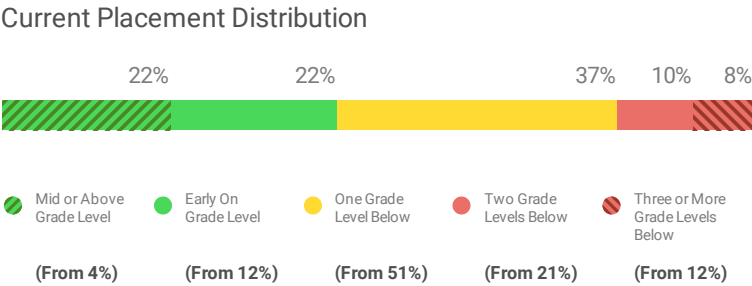


|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2023 - 2024                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 339/339



The median percent progress towards Typical Growth for this school is 105%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

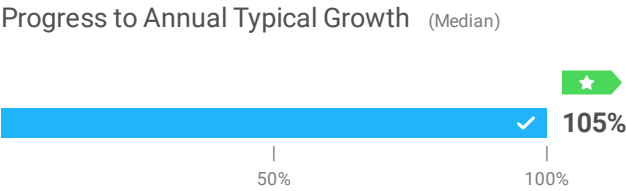
Hispanic or Latino

Showing 2 of 2

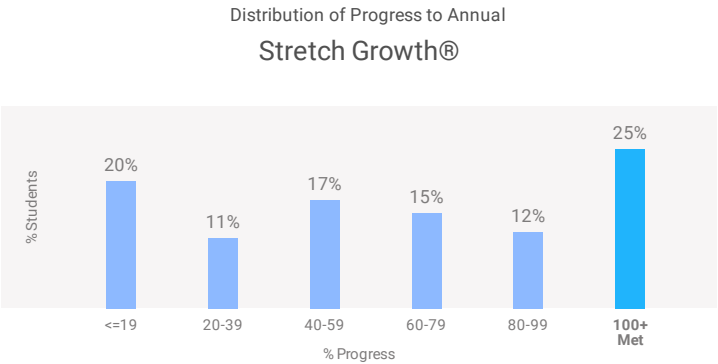
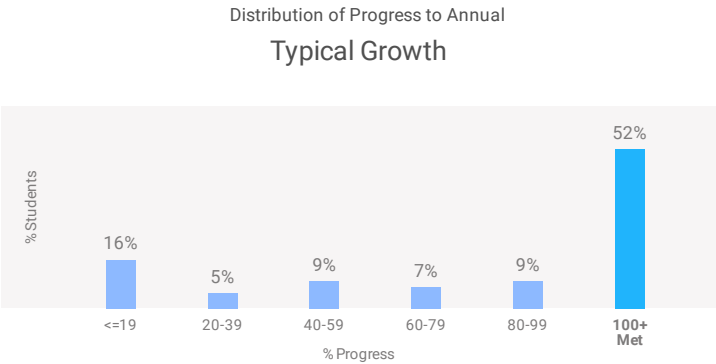
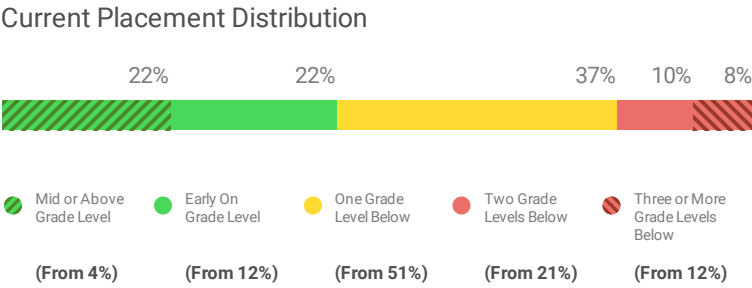
| All                      | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|--------------------------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|                          | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Yes - Hispanic or Latino | <div><div></div></div> 109% | 56%   | <div><div></div></div> 64% | 29%   | 58%                                | 202/202                 |
| No - Hispanic or Latino  | <div><div></div></div> 91%  | 46%   | <div><div></div></div> 60% | 20%   | 53%                                | 137/137                 |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2023 - 2024                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 339/339



The median percent progress towards Typical Growth for this school is 105%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

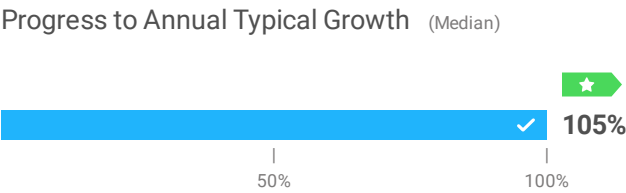
Race

Showing 5 of 5

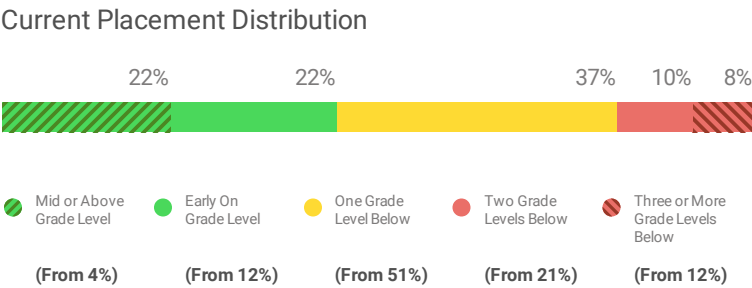
| All                                       | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|   | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| American Indian or Alaska Native          |                             |       |                            |       |                                    | 1/1                     |
| Asian                                     |                             |       |                            |       |                                    | 1/1                     |
| Black or African American                 | <div><div></div></div> 89%  | 45%   | <div><div></div></div> 60% | 21%   | 54%                                | 142/142                 |
| Native Hawaiian or Other Pacific Islander |                             |       |                            |       |                                    | 1/1                     |
| Not Reported                              | <div><div></div></div> 109% | 57%   | <div><div></div></div> 64% | 28%   | 58%                                | 194/194                 |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2023 - 2024                             |
| Comparison Diagnostic | Final Diagnostic                        |

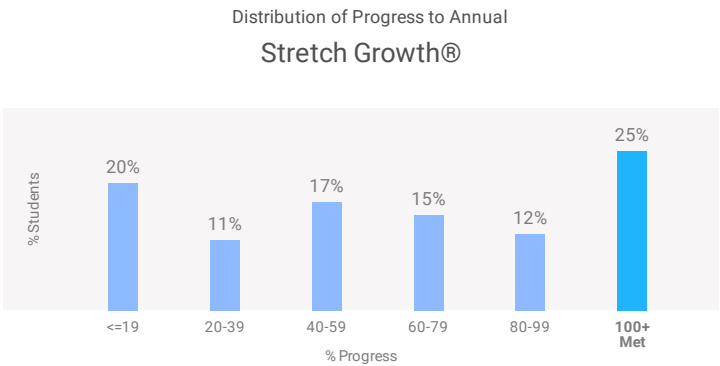
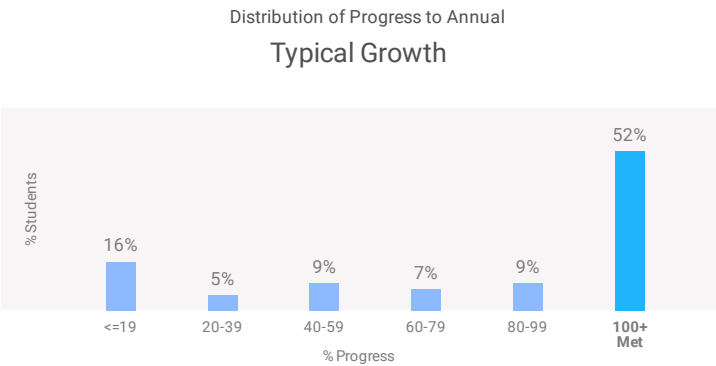
Students Assessed/Total: 339/339



The median percent progress towards Typical Growth for this school is 105%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



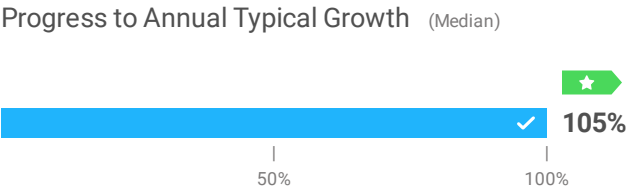
Mid or Above Grade Level (From 4%)  
Early On Grade Level (From 12%)  
One Grade Level Below (From 51%)  
Two Grade Levels Below (From 21%)  
Three or More Grade Levels Below (From 12%)



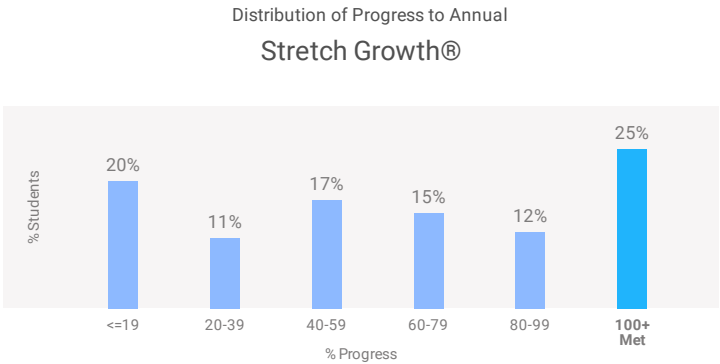
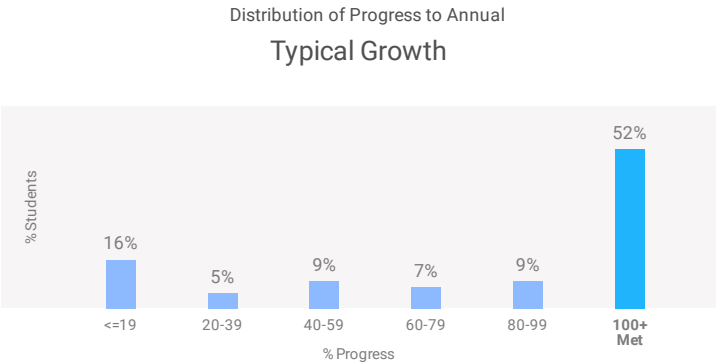
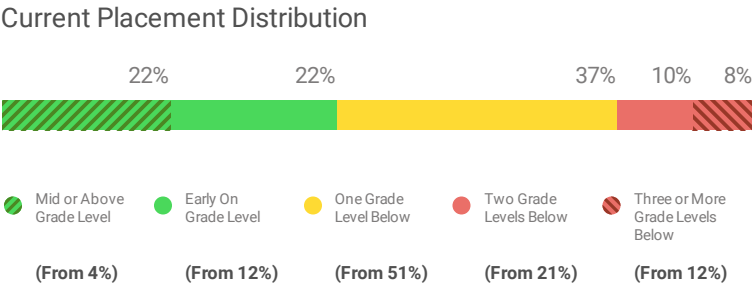
| Choose to Show Results By        |                            |       |                           |       |                                    |                         |
|----------------------------------|----------------------------|-------|---------------------------|-------|------------------------------------|-------------------------|
| Economically Disadvantaged       |                            |       |                           |       |                                    |                         |
| Showing 2 of 2                   |                            |       |                           |       |                                    |                         |
| All                              | Annual Typical Growth      |       | Annual Stretch Growth®    |       | % Students with Improved Placement | Students Assessed/Total |
|                                  | Progress (Median)          | % Met | Progress (Median)         | % Met |                                    |                         |
| Yes - Economically Disadvantaged | <div><div></div>105%</div> | 53%   | <div><div></div>61%</div> | 25%   | 57%                                | 319/319                 |
| No - Economically Disadvantaged  | <div><div></div>83%</div>  | 40%   | <div><div></div>52%</div> | 25%   | 45%                                | 20/20                   |

|                       |   |
|-----------------------|---|
| School                | Watts Learning Center Elementary School |
| Subject               | Reading                                 |
| Academic Year         | 2023 - 2024                             |
| Comparison Diagnostic | Final Diagnostic                        |

Students Assessed/Total: 339/339



The median percent progress towards Typical Growth for this school is 105%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



| Choose to Show Results By |                             |       |                            |       |                                    |                         |
|---------------------------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
| Special Education         |                             |       |                            |       |                                    |                         |
| Showing 3 of 3            |                             |       |                            |       |                                    |                         |
| All                       | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|                           | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Yes - Special Education   | <div><div></div></div> 123% | 55%   | <div><div></div></div> 60% | 21%   | 55%                                | 33/33                   |
| No - Special Education    | <div><div></div></div> 105% | 52%   | <div><div></div></div> 61% | 25%   | 54%                                | 266/266                 |
| Not Reported              | <div><div></div></div> 100% | 50%   | <div><div></div></div> 74% | 30%   | 70%                                | 40/40                   |



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)

WATTS LEARNING CENTER

BOARD OF EDUCATION REPORT 194 – 24/25

February 11, 2025

### I. Category of Proposed Action:

The proposed action would renew the charter for five (5) years, beginning July 1, 2025 until June 30, 2030 to serve up to 375 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 Watts Learning Center for five (5) years beginning July 1, 2025 until June 30, 2030.

### IV. Effects of This Proposal:

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

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

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

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

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

PREPARED BY:

Brent Augenblick  
Specialist  
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III  
Executive Director  
Student Integration Services

[Return to Order of Business](#)

# TAB 20



## Board of Education Report

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File #: Rep-195-24/25, Version: 1  
In Control: Charter Schools Division

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Agenda Date: 2/11/2025

Denial of the Proposed New Charter Petition for Future is Now Career Technical Education Preparatory  
[PUBLIC HEARING]  
Charter Schools Division

### Brief Description:

(Denial of the Proposed New Charter Petition for Future is Now Career Technical Education Preparatory) [PUBLIC HEARING] Recommends denial of the new charter petition for Future is Now Career Technical Education Preparatory, located in Board District 5 and Region East, seeking to serve up to 525 students in grades 9-12, and adoption of the attached Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

### Action Proposed:

Adopt the denial of the new charter petition for Future is Now Career Technical Education Preparatory, proposed to be located in Board District 5 and Region East, and adoption of the attached Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

### Background:

On November 13, 2024, Future is Now Career Technical Education Preparatory submitted its charter school petition application to the Charter Schools Division seeking to open and operate a new independent charter school. The 90-day statutory timeline for Board action on this petition runs through February 11, 2025.

An initial Public Hearing was held on December 10, 2024.

Based on a comprehensive review and assessment of Charter School's charter petition application and supporting documentation, staff has determined that Charter School has not met the requirements set forth in Education Code 47605 and therefore recommends denial of the petition.

### Due Diligence:

Current Future is Now Career Technical Education Preparatory governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A due diligence review of the charter school and its governing organization, school leader, and financial manager was performed by the Office of the Inspector General.

### Statutory Framework:

Education Code section 47605(c) sets forth grounds for denying a new charter petition. Section 47605(c) states, in part, that "[t]he governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following



findings:”

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school. (Ed. Code, § 47605(c)(1).)
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605(c)(2).)
- (3) The petition does not contain the number of signatures required by subdivision (a) [of Section 47605]. (Ed. Code, § 47605(c)(3).)
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (e) [of Section 47605]. (Ed. Code, § 47605(c)(4).)
- (5) The petition does not contain reasonably comprehensive descriptions of all of the fifteen elements set forth in Section 47605, subdivision (c)(5). (Ed. Code, § 47605(c)(5).)
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. (Ed. Code, § 47605(c)(6).)
- (7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7).)
- (8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. (Ed. Code, § 47605(c)(8).)

Grounds for Denial:

Staff of the Charter Schools Division and the Office of the General Counsel reviewed the new charter petition application for Future is Now Career Technical Education Preparatory and have assessed that the petition application does not meet the standards and criteria for approval. As fully discussed in the attached Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory, based on review of the petition and supporting documentation, staff has determined, pursuant to Education Code section 47605(c), the following:

- (1) The Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition.
- (2) The Petition does not contain reasonably comprehensive descriptions of all of the fifteen elements set forth in the petition.
- (3) Proposed Charter School is demonstrably unlikely to serve the interest of the entire community in which the school is proposing to locate.

Expected Outcomes:

Denial will prevent the establishment of Future is Now Career Technical Education Preparatory as an LAUSD-authorized charter school at this time.

Board Options and Consequences:

“Yes” - If the Board adopts the recommendation of denial and the attached Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory, Charter School would not be authorized to open or operate 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 new petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the new 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.

“No” - If the Board does not adopt the recommendation of denial and the attached Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory, and instead takes specific action to approve the new charter petition, Charter School would be authorized to operate as a charter school for the charter term beginning July 1, 2025. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised charter petition that meets all LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and compliance with current Federal, State and District Required Language.

#### Policy Implications:

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

#### Budget Impact:

The Local Control Funding Formula (LCFF) and various other income sources of the District are reduced when current District students enroll at a charter school, and corresponding reduction in expenditures may not occur in such cases. If the Board adopts staff recommendation of denial of the petition, the action will not have a budget impact.

If the Board does not adopt the staff denial recommendation and the petition is approved, the impact on the budget will be commensurate with the terms of the specific Special Education Local Plan Area (SELPA) Memorandum of Understanding (MOU) (Option 1, 2, or 3) executed by the charter school and the District. Additional impact on the budget could be the estimated revenue losses to the District schools based on the assumptions and the community fiscal impact analysis described below for Future is Now Career Technical Education Preparatory's new petition. Under the facts and circumstances described below, and as factor leading to a denial recommendation, Future is Now Career Technical Education Preparatory's application for Charter School's new petition is deemed to have a substantive fiscal impact to existing District schools in the proposed community.

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.

Should Charter School subsequently elect to be part of the LAUSD SELPA, any Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in an MOU between Charter School and the District. The Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Staff's fiscal impact analysis is calculated based on multiple sourced assumptions (as reflected below) to provide a projection of Future is Now Career Technical Education Preparatory's potential fiscal impact to existing District schools in the proposed target community.

Based on the Charter School's projected enrollment-125 students in Fiscal Year 2025-2026, increasing to 525 students by the end of the proposed charter term (i.e., Fiscal Year 2029-2030)-the estimated total revenue loss for the District's schools could be \$1,489,712 in Fiscal Year 2025-2026, increasing to \$6,256,792 in Fiscal Year 2029-2030 and amounting to \$21,153,915 over the period of the proposed charter term. Additionally, the aggregate fiscal impact on the District and charter schools in the proposed community could be \$33,577,642 over the period of the proposed charter term. Because District revenue is associated with average daily attendance (ADA) rather than enrollment (See 5 C.C.R § 402), the estimated District revenue loss is not directly proportionally associated with the number of students who would attend the charter school. Additionally, as a result of lower enrollment to the District schools, any loss of revenue may be offset by possible reductions in expenditures for the District's services and programs.

Currently, there are 16 other charter schools serving similar grade levels within the community of Future is Now Career Technical Education Preparatory's proposed location.

#### Student Impact:

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

#### Equity Impact:

Not applicable

#### Issues and Analysis:

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

#### Attachments:

Attachment A - Staff Assessment and Recommendation Report

Attachment B - Schools within the Community Data; Schools within the Community Subgroup  
Medians Data Sets

Attachment C - 3-Mile Radius Map

File #: Rep-195-24/25, Version: 1  
In Control: Charter Schools Division

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Agenda Date: 2/11/2025

- Attachment D - Future is Now Career Technical Education Preparatory Schools with Community List with Enrollment Data
- Attachment E - Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory
- Attachment F - Future is Now Career Technical Education Preparatory Community Impact Assessment

Budget and Petition will be available prior to the board meeting at the following link:  
[<<https://drive.google.com/drive/folders/1MfvBZS5Gd64lATj1K0DJnIMkxoTH4Pj?usp=sharing>>]

Submitted:  
01/16/25

**File #:** Rep-195-24/25, **Version:** 1  
**In Control:** Charter Schools Division

**Agenda Date:** 2/11/2025

**RESPECTFULLY SUBMITTED,**




ALBERTO M. CARVALHO  
 Superintendent

**APPROVED & PRESENTED BY:**



VERONICA ARREGUIN  
 Chief Strategy Officer  
 Office of the Chief Strategy Officer

**REVIEWED BY:**



DEVORA NAVERA REED  
 General Counsel

✓ Approved as to form.

**APPROVED & PRESENTED BY:**



JOSÉ COLE-GUTIÉRREZ  
 Director  
 Charter Schools Division

**REVIEWED BY:**



NOLBERTO DELGADILLO  
 Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

## ATTACHMENT A

# STAFF ASSESSMENT AND RECOMMENDATION REPORT

## NEW CHARTER PETITION

Board of Education Report 195-24/25

February 11, 2025

|                                     |  |  |  |
|-------------------------------------|--|--|--|
| School Name:                        | Future is Now Career Technical Education Preparatory |  | BOARD IS<br>REQUIRED TO<br>TAKE ACTION<br>BY:<br><br>February 11, 2025 |
| Type of Charter School:             | Start-Up Independent Charter School                  |  |  |
| Charter Operator                    | Future is Now Schools – Los Angeles                  |  |  |
| Type of Site(s):                    | Private  |  |  |
| Proposed Site Address(es):          | 400 W. Washington Blvd., Los Angeles, CA 90015       |  |  |
| Board District(s):                  | 5  | Region(s):                               | East   |
| Grade Levels Proposed to be Served: | 9-12   | Enrollment Proposed in Charter Petition: | 525  |
| CONSIDERATION:                      | New Charter Petition                                 |  |  |
| PROPOSED CHARTER TERM:              | July 1, 2025-June 30, 2030                           |  |  |
| STAFF<br>RECOMMENDATION:            | Denial   |  |  |

## STAFF ASSESSMENT

### I. ACTION PROPOSED

Staff recommends denial of the new charter petition for Future is Now Career Technical Education Preparatory (“FIN Prep” or “Charter School”), located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve 125 students in grade 9 in year one, and up to 525 students in grades 9-12 in each year of the charter term.

### II. CRITERIA FOR NEW PETITIONS

District staff comprehensively reviews each charter petition application to determine whether the school has met the requirements set forth in Education Code section 47605. Staff must determine whether the submitted petition is reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented. Staff has determined that the charter school has not met the standards and criteria for approval. Staff analysis includes the following:

- 1) Does the petition present a sound educational program for the pupils to be enrolled in the charter school? (Ed. Code, § 47605(c)(1).)  
**This criterion has been determined not to be a basis for denial.**
- 2) Are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47605(c)(2).)

**For reasons more fully set forth in the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory, this criterion has not been met.**

- 3) Does the petition contain the number of signatures required by subdivision (a) [of Section 47605]? (Ed. Code, § 47605(c)(3).)  
**This criterion has been determined not to be a basis for denial.**
- 4) Does the petition contain an affirmation of each of the conditions described in subdivision (e) [of Section 47605]? (Ed. Code, § 47605(c)(4).)  
**This criterion has been determined not to be a basis for denial.**
- 5) Does the petition contain reasonably comprehensive descriptions of the 15 elements set forth in Section 47605, subdivision (c)(5)? (Ed. Code, § 47605(c)(5).)  
**For reasons more fully set forth in the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory, this criterion has not been met.**
- 6) 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 for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code? (Ed. Code, § 47605(c)(6).)  
**This criterion has been determined not to be a basis for denial.**
- 7) Is the proposed charter school demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate? (Ed. Code, § 47605(c)(7).)  
**For reasons more fully set forth in the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory, this criterion has not been met.**
- 8) Is the school district positioned to absorb the fiscal impact of the proposed charter school? (Ed. Code, § 47605(c)(8).)  
**This criterion has been determined not to be a basis for denial.**

### III. GENERAL SCHOOL INFORMATION

#### A. School History

|   | <b>Future is Now Career Technical Education Preparatory</b>  |
|---|--|
| <b>Submission of New Petition Application:</b>          | FIN Prep submitted its new petition application on November 13, 2024. The 90-day statutory timeline for Board action on the petition runs through February 11, 2025.   |
| <b>Key Features of the Proposed Educational Program</b> | FIN Prep proposes to offer a 9-12 educational program, which includes the following features: <ul style="list-style-type: none"> <li>♦ A comprehensive, accurate evaluation of each student's needs</li> <li>♦ Personalized systems of support, including but not limited to, diagnostic overview of wraparound therapy</li> </ul> |

|  | <b>Future is Now Career Technical Education Preparatory</b>  |
|--|--|
| <b>Key Features of the Proposed Educational Program (Cont.):</b>       | <p>services needed, professional development on trauma-informed practices for all teachers and support staff, and an Advisory curriculum that includes social emotional learning and mindfulness</p> <ul style="list-style-type: none"> <li>♦ Reading and Math intervention class within the school day</li> <li>♦ Afterschool program offering tutoring and enrichment opportunities</li> </ul> |
| <b>Master Plan for English Learners and Standard English Learners:</b> | FIN Prep did not submit a Master Plan for English Learners and Standard English Learners.  |
| <b>Special Education SELPA</b>   | FIN Prep has not indicated its intent regarding a Special Education Local Plan Area (SELPA) selection.   |

**B. Charter School Operator**

FIN Prep proposes to be operated by Future is Now Schools – Los Angeles, a California nonprofit public benefit corporation.

**IV. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS**

As a proposed new charter school, FIN Prep does not have a record of performance in this category.

**V. SUMMARY/ADDITIONAL INFORMATION**

Based on Staff's research, the lead petitioner of Future Is Now Career Technical Education Preparatory (also Founder, Board Member, and Executive Director of Future Is Now Schools, Los Angeles (FINS LA)) has been involved with the following schools:

- ♦ Green Dot Public Schools, between 1999 to 2010, in various roles, including the following: Founder, Chairman of the Board of Directors, President, and Chief Executive Officer.
- ♦ University Prep Public Schools, founded in 2008, which operates a charter high school and a charter middle school in South Bronx, New York, including the following roles: Co-founder and current Executive Director.
- ♦ Incubator School (an LAUSD Pilot school), opened in August 2013 (in collaboration with Future Is Now (later renamed to Future is Now, Los Angeles)) and closed in June 2017.
- ♦ Studio School (an LAUSD Pilot school) opened in August 2013 (in collaboration with Future Is Now (later renamed to Future is Now, Los Angeles)) and closed in June 2019.
- ♦ Future Is Now Preparatory, authorized by Los Angeles County Board of Education (LACBOE) on July 1, 2020, which was rescinded on August 27, 2021 (school did not open).

For more information, please refer to the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

## **VI. FISCAL MANAGEMENT AND PERFORMANCE**

As a proposed new charter school, FIN Prep does not have a record of performance in this category.

a. Summary

Not available

b. Fiscal Condition

Not available

c. 2023-2024 Independent Audit Report

Not available

d. Other Significant Fiscal Information

Future is Now Career Technical Education Preparatory's financial plan lacks sufficient information, assumptions, or documentation to support the budget submitted with its new petition application. Additionally, the 5-year month-to-month cash flow projections (Fiscal Years 2025-2026 through 2029-2030) were not provided.<sup>1</sup> Furthermore, Charter School submitted an incomplete and inconsistent enrollment plan. Please see Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

## **VII. COMMUNITY IMPACT ANALYSIS**

Staff's analysis evaluated whether the proposed charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Pursuant to Education Code section 47605(c)(7) the District's analysis considered the fiscal impact of the proposed new charter school; the extent to which the proposed new charter school would substantially undermine existing services, academic offerings or programmatic offerings; and whether the proposed new charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.

Per the LAUSD Policy and Procedures for Charter Schools, a "community" includes families and individuals who reside, work, and/or are served in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the proposed new charter school (inclusive of the proposed additional grade levels being requested, if applicable). The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school. Data provided by the Office of Master Planning and Demographics (MPD), reveals that there are 57 District public schools within the proposed community currently serving at least one of the proposed grade levels as the proposed charter school (41 District schools (including 4 affiliated charter schools) and 16 independent charter schools).

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<sup>1</sup> Annually, consistent with the Charter Schools Act, the LAUSD Charter Schools Division publishes a District New Independent Charter School Petition Application Guide to provide Petitioners with clear information, guidelines, and expectations of what should be included in a charter school petition application. (See Ed. Code, § 47605; see also Exhibit 6, New Independent Charter School Petition Application Guide for 2024-2025.)



**1. Fiscal Impact on the District Schools and Charter Schools in the Proposed Community**

For more information, please refer to the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

**2. Duplication of Programs**

For more information, please refer to the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

**3. Enrollment Trends of the Existing District and Charter Schools in the Proposed Community**

For more information, please refer to the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

**4. Additional Considerations**

a. Community Engagement

For more information, please refer to the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

b. Academic Performance

Staff reviewed the record of performance of the existing Schools within the Community (SWC) on the applicable 2024 California School Dashboard indicators for All Students and for each numerically significant student group served compared to state averages. Please see Future is Now Career Technical Education Preparatory Schools within the Community Data Set.

SWC Comparison to State Averages:

Comparison of the SWC's All Students median<sup>2</sup> to the state averages on the applicable 2024 California School Dashboard indicators revealed that the majority of the SWC outperformed the state average in 4 of 6 of the applicable indicators (ELA, Graduation Rate, College Career Indicator [CCI], and Suspension Rate).

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<sup>2</sup> For each applicable California Schools Dashboard indicator, the SWC Median is calculated by utilizing published data on the current California School Dashboard for all the schools within the community. While an individual school's value for a particular indicator is a percentage or an average calculated using all the school's applicable students' data, overall percentages and averages for all students attending schools within the community are not calculated as student-level data are not released publicly, for privacy reasons. Therefore, SWC Medians are compared to state percentages and averages.

| CA Dashboard Indicator | SWC All Students Median 2024 | State Average 2024 |
|------------------------|------------------------------|--------------------|
| ELA                    | -7.9 (DFS)                   | -13.2 (DFS)        |
| Math                   | -109.5 (DFS)                 | -47.6 (DFS)        |
| ELPI                   | 39.9%                        | 45.7%              |
| CCI                    | 48.6%                        | 45.3%              |
| Suspension             | 0.2%                         | 3.2%               |
| Graduation             | 93.8%                        | 86.7%              |

### SWC Student Groups Comparison to State Averages:

Comparison of the SWC's numerically significant student groups medians to the state averages on the five applicable 2024 California School Dashboard indicators<sup>3</sup> revealed that the majority of SWC's numerically significant student groups outperformed the state average in 4 of the 5 applicable indicators (ELA, CCI, Suspension Rate, and Graduation Rate). These data call into question the need for a new school within the proposed community.

| 2024 Schools Within Community Medians as Compared to State Averages |            |        |            |        |            |       |            |       |            |       |
|---|------------|--------|------------|--------|------------|-------|------------|-------|------------|-------|
| Student Group   | ELA        |        | Math       |        | CCI        |       | Suspension |       | Graduation |       |
|   | SWC Median | State  | SWC Median | State  | SWC Median | State | SWC Median | State | SWC Median | State |
| All Students  | -7.9       | -13.2  | -109.5     | -47.6  | 48.6%      | 45.3% | 0.2%       | 3.2%  | 93.8%      | 86.7% |
| Asian   | 74.2       | 60.7   | --         | 49.5   | 84.6%      | 74.5% | 0.0%       | 1.0%  | 94.9%      | 92.2% |
| Black or African American   | -32.4      | -58.9  | -115.3     | -102.2 | --         | 28.1% | 0.0%       | 8.4%  | --         | 79.1% |
| English Learner   | -105.8     | -67.6  | -175.9     | -93.4  | 25.7%      | 17.2% | 0.3%       | 3.4%  | 73.0%      | 77.9% |
| Homeless  | -148.9     | -70.4  | -196.5     | -106   | --         | 21.8% | --         | 5.7%  | --         | 75.7% |
| Latino  | -8.6       | -39.3  | -111.6     | -79.2  | 48.7%      | 37.4% | 0.2%       | 3.4%  | 93.6%      | 85.3% |
| Long-Term English Learner   | -117.8     | -109.6 | -174.6     | -163.5 | 28.3%      | 16.5% | 0.0%       | 8.1%  | 89.0%      | 80.8% |
| Socioeconomically Disadvantaged                                     | -8.9       | -40.9  | -109.5     | -78.2  | 48.1%      | 37.4% | 0.2%       | 4.0%  | 94.4%      | 84.4% |
| Students with Disabilities  | -105.5     | -95.6  | -161.7     | -124.3 | 16.7%      | 13.5% | 0.0%       | 5.4%  | 77.6%      | 74.4% |
| Two or More Races   | 59.4       | 24.3   | 27.7       | -5.3   | --         | 53.7% | 0.0%       | 3.0%  | --         | 88.3% |
| White   | 76.7       | 19.2   | -5.9       | -10.3  | 65.5%      | 54.3% | 0.0%       | 2.6%  | 90.3%      | 89.2% |

--Number of students counted for this indicator were <30, therefore total # of student groups comparisons varied by indicator

### c. Facilities Plan

For more information, please refer to the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

<sup>3</sup> ELPI is not included in this analysis, as it applies to only one student group and is already considered in the schoolwide analysis.

Community Impact Analysis Conclusion

Taken as a whole, balancing various factors, and for reasons more fully set forth in the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory, Staff assesses that Future is Now Career Technical Education Preparatory is demonstrably unlikely to serve the interests of the entire community in which it proposes to locate.

**VIII. DISTRICT-LEVEL FISCAL IMPACT**

A petition may be denied if the district is not positioned to absorb the fiscal impact of the charter school under the following criteria: 1) the district is under the authority of a state trustee or administrator; 2) the district is in negative certification; or 3) the district is in qualified certification and the county superintendent and FCMAT certify that approval of the charter school would result in the district having a negative certification. This criterion has been determined not to be a basis for denial.

| Schools Within the Community*                            |                                       |                           |                        |                         | State of California                                      |                                 |                        | FIN Prep   |                                  |                        |                          |                            |
|--|---------------------------------------|---------------------------|------------------------|-------------------------|--|---------------------------------|------------------------|--|----------------------------------|------------------------|--------------------------|----------------------------|
| 2024 California School Dashboard - English Language Arts |                                       |                           |                        |                         | 2024 California School Dashboard - English Language Arts |                                 |                        | 2024 California School Dashboard - English Language Arts |                                  |                        |                          |                            |
| Student Group  | Number of Students with Scores Median | Performance Level (Color) | Distance From Standard | SWC to State Comparison | Number of Students with Scores                           | State Performance Level (Color) | Distance From Standard | Number of Students with Scores                           | School Performance Level (Color) | Distance From Standard | School to SWC Comparison | School to State Comparison |
| All Students   | 8,106                                 | Yellow                    | -7.9                   | Higher                  | 2,961,600  | Orange                          | -13.2                  | --   | --                               | --                     | --                       | --                         |
| American Indian or Alaska Native                         | --                                    | --                        | --                     | --                      | 12,751   | Orange                          | -49.0                  | --   | --                               | --                     | --                       | --                         |
| Asian  | 159                                   | Blue                      | 74.2                   | Higher                  | 299,011  | Blue                            | 60.7                   | --   | --                               | --                     | --                       | --                         |
| Black or African American                                | 200                                   | Yellow                    | -32.4                  | Higher                  | 147,055  | Orange                          | -58.9                  | --   | --                               | --                     | --                       | --                         |
| English Learner  | 2,230                                 | Red                       | -105.8                 | Lower                   | 748,700  | Orange                          | -67.6                  | --   | --                               | --                     | --                       | --                         |
| Filipino   | --                                    | --                        | --                     | --                      | 67,619   | Blue                            | 45.8                   | --   | --                               | --                     | --                       | --                         |
| Foster Youth   | --                                    | --                        | --                     | --                      | 16,695   | Red                             | -87.3                  | --   | --                               | --                     | --                       | --                         |
| Homeless   | 63                                    | No Color                  | -148.9                 | Lower                   | 119,419  | Red                             | -70.4                  | --   | --                               | --                     | --                       | --                         |
| Latino   | 6,755                                 | Yellow                    | -8.6                   | Higher                  | 1,662,471  | Orange                          | -39.3                  | --   | --                               | --                     | --                       | --                         |
| Long-Term English Learner                                | 222                                   | Red                       | -117.8                 | Lower                   | 157,332  | Red                             | -109.6                 | --   | --                               | --                     | --                       | --                         |
| Native Hawaiian or Pacific Islander                      | --                                    | --                        | --                     | --                      | 12,336   | Orange                          | -34.7                  | --   | --                               | --                     | --                       | --                         |
| Socioeconomically Disadvantaged                          | 7,036                                 | Yellow                    | -8.9                   | Higher                  | 1,918,343  | Orange                          | -40.9                  | --   | --                               | --                     | --                       | --                         |
| Students with Disabilities                               | 672                                   | Red                       | -105.5                 | Lower                   | 437,68   | Red                             | -95.6                  | --   | --                               | --                     | --                       | --                         |
| Two or More Races  | 103                                   | Blue                      | 59.4                   | Higher                  | 136,025  | Green                           | 24.3                   | --   | --                               | --                     | --                       | --                         |
| White  | 364                                   | Blue                      | 76.7                   | Higher                  | 596,977  | Green                           | 19.2                   | --   | --                               | --                     | --                       | --                         |

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators

| Schools Within the Community                   |                                       |                           |                        |                         | State of California                            |                                 |                        | FIN Prep                                       |                                  |                        |                          |                            |
|--|---------------------------------------|---------------------------|------------------------|-------------------------|--|---------------------------------|------------------------|--|----------------------------------|------------------------|--------------------------|----------------------------|
| 2024 California School Dashboard - Mathematics |                                       |                           |                        |                         | 2024 California School Dashboard - Mathematics |                                 |                        | 2024 California School Dashboard - Mathematics |                                  |                        |                          |                            |
| Student Group                                  | Number of Students with Scores Median | Performance Level (Color) | Distance From Standard | SWC to State Comparison | Number of Students with Scores                 | State Performance Level (Color) | Distance From Standard | Number of Students with Scores                 | School Performance Level (Color) | Distance From Standard | School to SWC Comparison | School to State Comparison |
| All Students                                   | 8,119                                 | Orange                    | -109.5                 | Lower                   | 2,995,905                                      | Orange                          | -47.6                  | --   | --                               | --                     | --                       | --                         |
| American Indian or Alaska Native               | --                                    | --                        | --                     | --                      | 12,709   | Orange                          | -86.6                  | --   | --                               | --                     | --                       | --                         |
| Asian  | --                                    | --                        | --                     | --                      | 305,987  | Blue                            | 49.5                   | --   | --                               | --                     | --                       | --                         |
| Black or African American                      | 199                                   | Orange                    | -115.3                 | Lower                   | 146,687  | Red                             | -102.2                 | --   | --                               | --                     | --                       | --                         |
| English Learner                                | 2,254                                 | Orange                    | -175.9                 | Lower                   | 788,814  | Orange                          | -93.4                  | --   | --                               | --                     | --                       | --                         |
| Filipino                                       | --                                    | --                        | --                     | --                      | 68,132   | Green                           | 10.4                   | --   | --                               | --                     | --                       | --                         |
| Foster Youth                                   | --                                    | --                        | --                     | --                      | 16,733   | Red                             | -125.1                 | --   | --                               | --                     | --                       | --                         |
| Homeless                                       | 63                                    | No Color                  | -196.5                 | Lower                   | 128,657  | Red                             | -106.0                 | --   | --                               | --                     | --                       | --                         |
| Latino   | 6,764                                 | Orange                    | -111.6                 | Lower                   | 1,686,212                                      | Orange                          | -79.2                  | --   | --                               | --                     | --                       | --                         |
| Long-Term English Learner                      | 223                                   | Orange                    | -174.6                 | Lower                   | 156,776  | Red                             | -163.5                 | --   | --                               | --                     | --                       | --                         |
| Native Hawaiian or Pacific Islander            | --                                    | --                        | --                     | --                      | 12,458   | Orange                          | -72.5                  | --   | --                               | --                     | --                       | --                         |
| Socioeconomically Disadvantaged                | 7,049                                 | Orange                    | -109.5                 | Lower                   | 1,944,582                                      | Orange                          | -78.2                  | --   | --                               | --                     | --                       | --                         |
| Students with Disabilities                     | 674                                   | Orange                    | -161.7                 | Lower                   | 437,276  | Red                             | -124.3                 | --   | --                               | --                     | --                       | --                         |
| Two or More Races                              | 103                                   | Green                     | 27.7                   | Higher                  | 135,850  | Yellow                          | -5.3                   | --   | --                               | --                     | --                       | --                         |
| White  | 364                                   | Green                     | -5.9                   | Higher                  | 599,961  | Yellow                          | -10.3                  | --   | --                               | --                     | --                       | --                         |

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

| Schools Within the Community  |                                    |                           |  |  | State of California   |                                 |  | FIN Prep  |                                  |  |   | School to State Comparison |
|---|------------------------------------|---------------------------|--|--|---|---------------------------------|--|---|----------------------------------|--|---|----------------------------|
| 2024 California School Dashboard - English Learner Progress Indicator |                                    |                           |  |  | 2024 California School Dashboard - English Learner Progress Indicator |                                 |  | 2024 California School Dashboard - English Learner Progress Indicator |                                  |  |   |                            |
| Student Group   | Number of English Learner Students | Performance Level (Color) | Percentage of English Learners making progress towards English proficiency | Schools Within Community to State Comparison | Number of English Learner Students                                    | State Performance Level (Color) | Percentage of English Learners making progress towards English proficiency | Number of English Learner Students                                    | School Performance Level (Color) | Percentage of English Learners making progress towards English proficiency | School to Schools Within Community Comparison |                            |
| English Learners  | 4,133                              | Orange                    | 39.9%  | Lower  | 796,176   | Orange                          | 45.7%  | --  | --                               | --   | --  | --                         |
| Long-Term English Learner   | 1,604                              | Orange                    | 44.6%  | Lower  | 235,462   | Orange                          | 45.8%  | --  | --                               | --   | --  | --                         |

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicator:

| Schools Within the Community                           |                           |                                 |                                 |                         | State of California                                    |                                 |                                 | FIN Prep   |                                 |                                 |                          |                            |
|--|---------------------------|---------------------------------|---------------------------------|-------------------------|--|---------------------------------|---------------------------------|--|---------------------------------|---------------------------------|--------------------------|----------------------------|
| 2024 Academic Performance - College / Career Indicator |                           |                                 |                                 |                         | 2024 Academic Performance - College / Career Indicator |                                 |                                 | 2024 Academic Performance - College / Career Indicator |                                 |                                 |                          |                            |
| Student Group  | Number of Students Median | State Performance Level (Color) | Percentage of prepared students | SWC to State Comparison | Number of Students                                     | State Performance Level (Color) | Percentage of prepared students | Number of Students                                     | State Performance Level (Color) | Percentage of prepared students | School to SWC Comparison | School to State Comparison |
| All Students   | 5,121                     | Green                           | 48.6%                           | Higher                  | 507,621  | Yellow                          | 45.3%                           | --   | --                              | --                              | --                       | --                         |
| American Indian or Alaska Native                       | --                        | --                              | --                              | --                      | 2,450  | Yellow                          | 28.9%                           | --   | --                              | --                              | --                       | --                         |
| Asian  | 39                        | No Color                        | 84.6%                           | Higher                  | 47,918   | Blue                            | 74.5%                           | --   | --                              | --                              | --                       | --                         |
| Black or African American                              | --                        | --                              | --                              | --                      | 26,188   | Yellow                          | 28.1%                           | --   | --                              | --                              | --                       | --                         |
| English Learner  | 568                       | Yellow                          | 25.7%                           | Higher                  | 76,578   | Orange                          | 17.2%                           | --   | --                              | --                              | --                       | --                         |
| Filipino   | --                        | --                              | --                              | --                      | 12,954   | Green                           | 67.7%                           | --   | --                              | --                              | --                       | --                         |
| Foster Youth   | --                        | --                              | --                              | --                      | 5,614  | Orange                          | 13.0%                           | --   | --                              | --                              | --                       | --                         |
| Homeless   | --                        | --                              | --                              | --                      | 37,772   | Orange                          | 21.8%                           | --   | --                              | --                              | --                       | --                         |
| Latino   | 4,530                     | Green                           | 48.7%                           | Higher                  | 287,174  | Yellow                          | 37.4%                           | --   | --                              | --                              | --                       | --                         |
| Long-Term English Learner                              | 259                       | Yellow                          | 28.3%                           | Higher                  | 55,369   | Yellow                          | 16.5%                           | --   | --                              | --                              | --                       | --                         |
| Native Hawaiian or Pacific Islander                    | --                        | --                              | --                              | --                      | 2,214  | Orange                          | 34.6%                           | --   | --                              | --                              | --                       | --                         |
| Socioeconomically Disadvantaged                        | 4,906                     | Green                           | 48.1%                           | Higher                  | 370,710  | Yellow                          | 37.4%                           | --   | --                              | --                              | --                       | --                         |
| Students with Disabilities                             | 302                       | Yellow                          | 16.7%                           | Higher                  | 68,393   | Orange                          | 13.5%                           | --   | --                              | --                              | --                       | --                         |
| Two or More Races                                      | --                        | --                              | --                              | --                      | 19,232   | Yellow                          | 53.7%                           | --   | --                              | --                              | --                       | --                         |
| White  | 89                        | Red                             | 65.5%                           | Higher                  | 106,207  | Yellow                          | 54.3%                           | --   | --                              | --                              | --                       | --                         |

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

| Schools Within the Community                           |   |                           |                                       |                         | State of California                                    |                                 |                                | FIN Prep   |                                  |                                |                          |                            |
|--|---|---------------------------|---------------------------------------|-------------------------|--|---------------------------------|--------------------------------|--|----------------------------------|--------------------------------|--------------------------|----------------------------|
| 2024 California School Dashboard - Chronic Absenteeism |   |                           |                                       |                         | 2024 California School Dashboard - Chronic Absenteeism |                                 |                                | 2024 California School Dashboard - Chronic Absenteeism |                                  |                                |                          |                            |
| Student Group  | Number of students enrolled who meet criteria | Performance Level (Color) | Chronic Absenteesim Percentage Median | SWC to State Comparison | Number of students enrolled who met criteria           | State Performance Level (Color) | Chronic Absenteeism Percentage | Number of students enrolled who met criteria           | School Performance Level (Color) | Chronic Absenteeism Percentage | School to SWC Comparison | School to State Comparison |
| All Students   | 4,252   | Yellow                    | 21.2%                                 | Higher                  | 4,004,495  | Yellow                          | 18.6%                          | --   | --                               | --                             | --                       | --                         |
| American Indian or Alaska Native                       | --  | --                        | --                                    | --                      | 17,083   | Yellow                          | 30.6%                          | --   | --                               | --                             | --                       | --                         |
| Asian  | --  | --                        | --                                    | --                      | 404,058  | Green                           | 7.5%                           | --   | --                               | --                             | --                       | --                         |
| Black or African American                              | 215   | Red                       | 44.9%                                 | Higher                  | 197,123  | Yellow                          | 31.1%                          | --   | --                               | --                             | --                       | --                         |
| English Learner  | 1,087   | Orange                    | 22.8%                                 | Higher                  | 915,502  | Yellow                          | 20.1%                          | --   | --                               | --                             | --                       | --                         |
| Filipino   | --  | --                        | --                                    | --                      | 83,951   | Green                           | 9.6%                           | --   | --                               | --                             | --                       | --                         |
| Foster Youth   | --  | --                        | --                                    | --                      | 25,730   | Yellow                          | 30.5%                          | --   | --                               | --                             | --                       | --                         |
| Homeless   | 42  | No Color                  | 38.1%                                 | Higher                  | 193,916  | Yellow                          | 32.7%                          | --   | --                               | --                             | --                       | --                         |
| Latino   | 2,966   | Yellow                    | 20.1%                                 | Lower                   | 2,237,126  | Yellow                          | 21.7%                          | --   | --                               | --                             | --                       | --                         |
| Long-Term English Learner                              | 183   | Red                       | 29.5%                                 | Higher                  | 125,001  | Yellow                          | 23.9%                          | --   | --                               | --                             | --                       | --                         |
| Native Hawaiian or Pacific Islander                    | --  | --                        | --                                    | --                      | 16,187   | Yellow                          | 32.6%                          | --   | --                               | --                             | --                       | --                         |
| Socioeconomically Disadvantaged                        | 3,270   | Yellow                    | 22.4%                                 | Lower                   | 2,608,713  | Yellow                          | 23.4%                          | --   | --                               | --                             | --                       | --                         |
| Students with Disabilities                             | 535   | Orange                    | 27.8%                                 | Higher                  | 616,200  | Yellow                          | 26.3%                          | --   | --                               | --                             | --                       | --                         |
| Two or More Races                                      | 154   | Green                     | 5.8%                                  | Lower                   | 246,068  | Yellow                          | 16.2%                          | --   | --                               | --                             | --                       | --                         |
| White  | 419   | Orange                    | 8.1%                                  | Lower                   | 802,899  | Yellow                          | 13.5%                          | --   | --                               | --                             | --                       | --                         |

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.



| Schools Within the Community                                 |                           |                           |   |                         | State of California  |                                 |                                  | FIN Prep   |                                  |                                  |                          |                            |
|--|---------------------------|---------------------------|---|-------------------------|--|---------------------------------|----------------------------------|--|----------------------------------|----------------------------------|--------------------------|----------------------------|
| 2024 California School Dashboard - Suspension Rate Indicator |                           |                           |   |                         | 2024 California School Dashboard - Suspension Rate Indicator |                                 |                                  | 2024 California School Dashboard - Suspension Rate Indicator |                                  |                                  |                          |                            |
| Student Group  | Number of Students Median | Performance Level (Color) | Students suspended at least once Median | SWC to State Comparison | Number of Students   | State Performance Level (Color) | Students suspended at least once | Number of Students   | School Performance Level (Color) | Students suspended at least once | School to SWC Comparison | School to State Comparison |
| All Students   | 28,062                    | Blue                      | 0.2%                                    | Lower                   | 6,021,915  | Green                           | 3.2%                             | --   | --                               | --                               | --                       | --                         |
| American Indian or Alaska Native                             | --                        | --                        | --                                      | --                      | 26,529   | Yellow                          | 7.0%                             | --   | --                               | --                               | --                       | --                         |
| Asian  | 541                       | Blue                      | 0.0%                                    | Lower                   | 595,552  | Blue                            | 1.0%                             | --   | --                               | --                               | --                       | --                         |
| Black or African American                                    | 1,050                     | Blue                      | 0.0%                                    | Lower                   | 303,232  | Orange                          | 8.4%                             | --   | --                               | --                               | --                       | --                         |
| English Learner  | 6,171                     | Blue                      | 0.3%                                    | Lower                   | 1,184,673  | Green                           | 3.4%                             | --   | --                               | --                               | --                       | --                         |
| Filipino   | 32                        | Blue                      | 0.0%                                    | Lower                   | 132,528  | Green                           | 1.2%                             | --   | --                               | --                               | --                       | --                         |
| Foster Youth   | 31                        | No Color                  | 0.0%                                    | Lower                   | 39,269   | Orange                          | 13.2%                            | --   | --                               | --                               | --                       | --                         |
| Homeless   | --                        | --                        | --                                      | --                      | 286,821  | Yellow                          | 5.7%                             | --   | --                               | --                               | --                       | --                         |
| Latino   | 24,013                    | Blue                      | 0.2%                                    | Lower                   | 3,380,960  | Green                           | 3.4%                             | --   | --                               | --                               | --                       | --                         |
| Long-Term English Learner                                    | 2,217                     | Blue                      | 0.0%                                    | Lower                   | 300,802  | Orange                          | 8.1%                             | --   | --                               | --                               | --                       | --                         |
| Native Hawaiian or Pacific Islander                          | 33                        | Blue                      | 0.0%                                    | Lower                   | 24,983   | Green                           | 4.4%                             | --   | --                               | --                               | --                       | --                         |
| Socioeconomically Disadvantaged                              | 24,952                    | Blue                      | 0.2%                                    | Lower                   | 3,919,858  | Green                           | 4.0%                             | --   | --                               | --                               | --                       | --                         |
| Students with Disabilities                                   | 3,664                     | Blue                      | 0.0%                                    | Lower                   | 903,052  | Yellow                          | 5.4%                             | --   | --                               | --                               | --                       | --                         |
| Two or More Races  | 369                       | Blue                      | 0.0%                                    | Lower                   | 342,270  | Green                           | 3.0%                             | --   | --                               | --                               | --                       | --                         |
| White  | 867                       | Blue                      | 0.0%                                    | Lower                   | 1,215,894  | Green                           | 2.6%                             | --   | --                               | --                               | --                       | --                         |

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

| Schools Within the Community        |                              |                                     |   |                            | State of California            |                                    |                                     | FIN Prep                       |                                     |   |                             |                               |
|-------------------------------------|------------------------------|-------------------------------------|---|----------------------------|--------------------------------|------------------------------------|-------------------------------------|--------------------------------|-------------------------------------|---|-----------------------------|-------------------------------|
| 2024 Graduation Rate Indicator      |                              |                                     |   |                            | 2024 Graduation Rate Indicator |                                    |                                     | 2024 Graduation Rate Indicator |                                     |   |                             |                               |
| Student Group                       | Number of Students<br>Median | School Performance<br>Level (Color) | Percentage of<br>graduated students<br>Median | SWC to State<br>Comparison | Number of Students             | State Performance<br>Level (Color) | Percentage of<br>graduated students | Number of Students             | School Performance<br>Level (Color) | Percentage of<br>graduated students<br>Median | School to SWC<br>Comparison | School to State<br>Comparison |
| All Students                        | 5,158                        | Green                               | 93.8%   | Higher                     | 517,434                        | Yellow                             | 86.7%                               | --                             | --                                  | --  | --                          | --                            |
| American Indian or Alaska Native    | --                           | --                                  | --  | --                         | 2,504                          | Yellow                             | 80.1%                               | --                             | --                                  | --  | --                          | --                            |
| Asian                               | 39                           | No Color                            | 94.9%   | Higher                     | 48,266                         | Yellow                             | 92.2%                               | --                             | --                                  | --  | --                          | --                            |
| Black or African American           | --                           | --                                  | --  | --                         | 27,002                         | Orange                             | 79.1%                               | --                             | --                                  | --  | --                          | --                            |
| English Learner                     | 583                          | Yellow                              | 73.0%   | Lower                      | 79,620                         | Yellow                             | 77.9%                               | --                             | --                                  | --  | --                          | --                            |
| Filipino                            | --                           | --                                  | --  | --                         | 13,046                         | Blue                               | 95.2%                               | --                             | --                                  | --  | --                          | --                            |
| Foster Youth                        | --                           | --                                  | --  | --                         | 5,936                          | Red                                | 65.7%                               | --                             | --                                  | --  | --                          | --                            |
| Homeless                            | --                           | --                                  | --  | --                         | 39,280                         | Yellow                             | 75.7%                               | --                             | --                                  | --  | --                          | --                            |
| Latino                              | 4,563                        | Green                               | 93.6%   | Higher                     | 293,952                        | Green                              | 85.3%                               | --                             | --                                  | --  | --                          | --                            |
| Long-Term English Learner           | 293                          | Green                               | 89.0%   | Higher                     | 57,214                         | Green                              | 80.8%                               | --                             | --                                  | --  | --                          | --                            |
| Native Hawaiian or Pacific Islander | --                           | --                                  | --  | --                         | 2,260                          | Orange                             | 83.1%                               | --                             | --                                  | --  | --                          | --                            |
| Socioeconomically Disadvantaged     | 4,943                        | Green                               | 94.4%   | Higher                     | 379,711                        | Yellow                             | 84.4%                               | --                             | --                                  | --  | --                          | --                            |
| Students with Disabilities          | 304                          | Orange                              | 77.6%   | Higher                     | 71,002                         | Yellow                             | 74.4%                               | --                             | --                                  | --  | --                          | --                            |
| Two or More Races                   | --                           | --                                  | --  | --                         | 19,495                         | Yellow                             | 88.3%                               | --                             | --                                  | --  | --                          | --                            |
| White                               | 90                           | Yellow                              | 90.3%   | Higher                     | 107,494                        | Yellow                             | 89.2%                               | --                             | --                                  | --  | --                          | --                            |

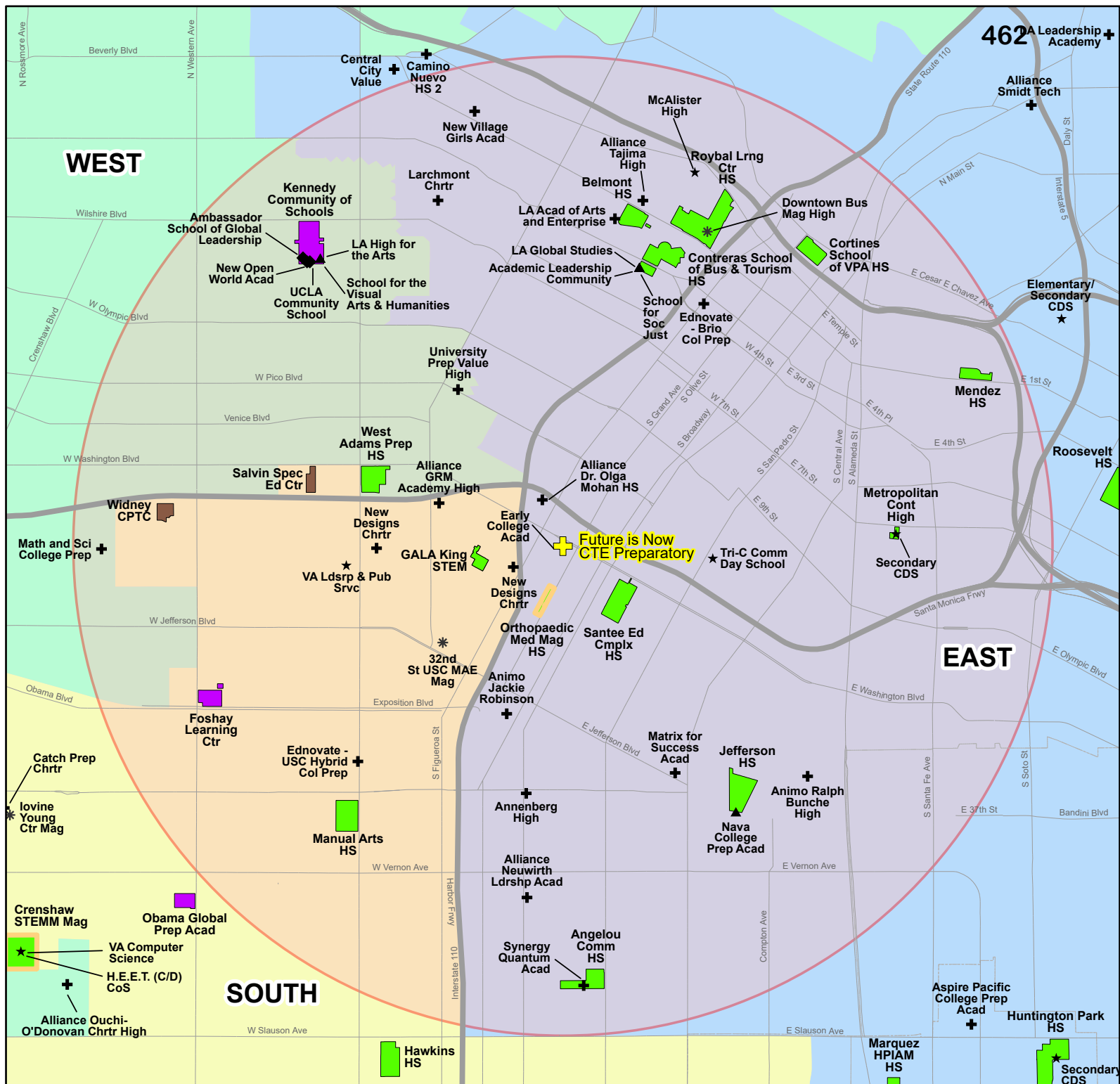
\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

2024 Schools Within Community Medians as Compared to State Averages

| Student Group                       | ELA      |            |        | Math     |            |        | ELPI     |            |       | CCI      |            |       | Chronic Absenteeism |            |       | Suspension |            |       | Graduation |            |       |
|-------------------------------------|----------|------------|--------|----------|------------|--------|----------|------------|-------|----------|------------|-------|---------------------|------------|-------|------------|------------|-------|------------|------------|-------|
|                                     | FIN Prep | SWC Median | State  | FIN Prep | SWC Median | State  | FIN Prep | SWC Median | State | FIN Prep | SWC Median | State | FIN Prep            | SWC Median | State | FIN Prep   | SWC Median | State | FIN Prep   | SWC Median | State |
| All Students                        | --       | -7.9       | -13.2  | --       | -109.5     | -47.6  | --       | 39.9%      | 45.7% | --       | 48.6%      | 42.3% | --                  | 21.2%      | 18.0% | --         | 0.2%       | 3.2%  | --         | 93.8%      | 86.7% |
| American Indian or Alaska Native    | --       | --         | -49.0  | --       | --         | -86.6  |          |            |       | --       | --         | 26.9% | --                  | --         | 20.6% | --         | --         | 7.0%  | --         | --         | 80.1% |
| Asian                               | --       | 74.2       | 60.7   | --       | --         | 40.5   |          |            |       | --       | 84.6%      | 74.5% | --                  | --         | 7.5%  | --         | 0.0%       | 1.0%  | --         | 94.9%      | 92.2% |
| Black or African American           | --       | -32.4      | -58.9  | --       | -115.3     | -102.2 |          |            |       | --       | --         | 28.1% | --                  | 44.9%      | 31.1% | --         | 0.0%       | 8.4%  | --         | --         | 79.1% |
| English Learner                     | --       | -105.9     | -67.6  | --       | -175.9     | -93.4  |          |            |       | --       | 25.7%      | 17.2% | --                  | 22.8%      | 20.1% | --         | 0.3%       | 3.4%  | --         | 73.0%      | 77.9% |
| Filipino                            | --       | --         | 45.8   | --       | --         | 10.4   |          |            |       | --       | --         | 67.7% | --                  | --         | 9.6%  | --         | 0.0%       | 1.2%  | --         | --         | 95.2% |
| Foster Youth                        | --       | --         | -87.3  | --       | --         | -125.1 |          |            |       | --       | --         | 13.0% | --                  | --         | 30.5% | --         | 0.0%       | 13.2% | --         | --         | 65.7% |
| Homeless                            | --       | -148.9     | -70.4  | --       | -196.5     | -106   |          |            |       | --       | --         | 21.8% | --                  | 38.1%      | 32.7% | --         | --         | 5.7%  | --         | --         | 75.7% |
| Latino                              | --       | -8.6       | -39.3  | --       | -111.6     | -79.2  |          |            |       | --       | 48.7%      | 37.4% | --                  | 20.1%      | 21.7% | --         | 0.2%       | 3.4%  | --         | 93.6%      | 85.3% |
| Long-Term English Learner           | --       | -117.8     | -109.6 | --       | -174.6     | -163.5 |          |            |       | --       | 28.3%      | 16.5% | --                  | 29.3%      | 23.9% | --         | 0.0%       | 8.1%  | --         | 89.0%      | 80.8% |
| Native Hawaiian or Pacific Islander | --       | --         | -34.7  | --       | --         | -72.5  |          |            |       | --       | --         | 34.6% | --                  | --         | 32.6% | --         | 0.0%       | 4.4%  | --         | --         | 83.1% |
| Socioeconomically Disadvantaged     | --       | -8.9       | -40.9  | --       | -109.5     | -78.2  |          |            |       | --       | 48.1%      | 37.4% | --                  | 22.4%      | 23.4% | --         | 0.2%       | 4.0%  | --         | 94.4%      | 84.4% |
| Students with Disabilities          | --       | -105.5     | -95.6  | --       | -161.7     | -124.3 |          |            |       | --       | 16.7%      | 13.5% | --                  | 27.8%      | 26.3% | --         | 0.0%       | 5.4%  | --         | 77.6%      | 74.4% |
| Two or More Races                   | --       | 59.4       | 24.3   | --       | 27.7       | -5.3   |          |            |       | --       | --         | 62.7% | --                  | 5.8%       | 16.2% | --         | 0.0%       | 3.0%  | --         | --         | 88.2% |
| White                               | --       | 76.7       | 19.2   | --       | -5.9       | -16.3  |          |            |       | --       | 65.5%      | 54.2% | --                  | 8.3%       | 13.5% | --         | 0.0%       | 2.6%  | --         | 90.3%      | 89.2% |

| CA Dashboard Indicator | FIN Prep 2024 | SWC All Students Median 2024 | State Average 2024 |
|------------------------|---------------|------------------------------|--------------------|
| ELA                    | -- (DFS)      | -7.9 (DFS)                   | -13.2 (DFS)        |
| Math                   | -- (DFS)      | -109.5 (DFS)                 | -47.6 (DFS)        |
| ELPI                   | --            | 39.9%                        | 45.7%              |
| CCI                    | --            | 48.6%                        | 45.3%              |
| Chronic Absenteeism    | --            | 21.2%                        | 18.0%              |
| Suspension             | --            | 0.2%                         | 3.2%               |
| Graduation             | --            | 93.8%                        | 86.7%              |

## **ATTACHMENT C**



## L.A.U.S.D. FACILITIES SERVING GRADES 9-12 WITHIN A THREE MILE RADIUS OF FUTURE IS NOW CTE PREPARATORY

### LAUSD Schools and Facilities

- Elementary School
- Middle School
- ▲ High School
- ◆ Span School
- ★ Adult Education, Skills Center,
- \* Magnet School
- ◆ Administrative Site
- + Charter School
- High School
- Special Education School
- Span School
- Magnet High School

### LAUSD Boundaries

- LAUSD Boundary
- Region East Area
- Area Outside of LAUSD

### Area of Interest

- 3 mi. Radius of Future is Now CTE Preparatory
- Future is Now CTE Preparatory (Located in Board of Education District and South Los Angeles CoS)



Prepared by Master Planning and Demographics  
Facilities Services Division

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MPD-3874  
10/22/2024

# ATTACHMENT D

Future is Now Career Technical Education Preparatory Schools Within Community List with Enrollment Data  
Schools Within Community

463

| No.          | CCC     | LOCN | SITE NAME                               | ADDRESS  | CITY                             | ZIP CODE             | TYPE | CONFIG             | BD           | PHYSICAL REGION | COS AFFILIATION  | 2022-23 CAPACITY | 2022-23 NORM DAY ENROLLMENT | Over-(Under-) Enrollment | % Over-(Under-) Enrollment | 2023-24 CAPACITY |
|--------------|---------|------|---|--|----------------------------------|----------------------|------|--------------------|--------------|-----------------|--|------------------|-----------------------------|--------------------------|----------------------------|------------------|
| 1            | 1820701 | 8207 | Academic Leadership Community           | 322 S LUCAS AVE                                | LOS ANGELES                      | 90017                | HS   | 9-12               | 2            | E               | MacArthur Park CoS   | 544              | 508                         | (36)                     | -7%                        | 548              |
| 2            | 1882301 | 8823 | Alliance Dr. Olga Mohan HS              | 644 W 17TH ST                                  | LOS ANGELES                      | 90015                | CSI  | 9-12               | 5            | E               | South Los Angeles CoS  | 450              | 470                         | 20                       | 4%                         | 450              |
| 3            | 1862601 | 8626 | Alliance GRM Academy High               | 2023 S UNION AVE                               | LOS ANGELES                      | 90007                | CSI  | 6-12               | 5            | S               | Manual Arts/Vermont Square CoS   | 1,010            | 1,000                       | (10)                     | -1%                        | 1,010            |
| 4            | 1882401 | 8824 | Alliance Neuwirth Ldrshp Acad           | 4610 S MAIN ST                                 | LOS ANGELES                      | 90037                | CSI  | 9-12               | 7            | E               | South Los Angeles CoS  | 584              | 614                         | 30                       | 5%                         | 590              |
| 5            | 1768501 | 7685 | Alliance Tajima High                    | 1552 W ROCKWOOD ST                             | LOS ANGELES                      | 90026                | CSI  | 9-12               | 2            | E               | Downtown CoS   | 447              | 479                         | 32                       | 7%                         | 451              |
| 6            | 1777101 | 7771 | Ambassador School of Global Leadership  | 701 S CATALINA ST                              | LOS ANGELES                      | 90005                | SS   | 6-12               | 5            | W               | Koreatown/Pico-Union CoS   | 627              | 561                         | (66)                     | -11%                       | 647              |
| 7            | 1772201 | 7722 | Angelou Community High School           | 300 E 53RD ST                                  | LOS ANGELES                      | 90011                | HS   | 9-12               | 7            | E               | Historic Central Avenue CoS  | 1,169            | 1,108                       | (61)                     | -5%                        | 1,071            |
| 8            | 1881801 | 8818 | Animo Jackie Robinson                   | 3500 S HILL ST                                 | LOS ANGELES                      | 90007                | CSI  | 9-12               | 5            | E               | South Los Angeles CoS  | 650              | 605                         | (45)                     | -7%                        | 650              |
| 9            | 1881701 | 8817 | Animo Ralph Bunche High                 | 1655 E 27TH ST, STE B                          | LOS ANGELES                      | 90011                | CSI  | 9-12               | 5            | E               | Historic Central Avenue CoS  | 625              | 622                         | (3)                      | 0%                         | 625              |
| 10           | 1882801 | 8828 | Annenberg High                          | 4000 S MAIN ST                                 | LOS ANGELES                      | 90037                | CSI  | 9-12               | 5            | E               | South Los Angeles CoS  | 600              | 467                         | (133)                    | -22%                       | 600              |
| 11           | 1854301 | 8543 | Belmont High                            | 1575 W 2ND ST                                  | LOS ANGELES                      | 90026                | HS   | 9-12               | 2            | E               | Downtown CoS   | 1,369            | 628                         | (741)                    | -54%                       | 1,445            |
| 12           | 1851701 | 8517 | Contreras School of Bus & Tourism       | 322 S LUCAS AVE                                | LOS ANGELES                      | 90017                | HS   | 9-12               | 2            | E               | MacArthur Park CoS   | 474              | 410                         | (64)                     | -14%                       | 467              |
| 13           | 1851601 | 8516 | Cortines School of VPA                  | 450 N GRAND AVE                                | LOS ANGELES                      | 90012                | HS   | 9-12               | 2            | E               | Downtown CoS   | 1,395            | 1,183                       | (212)                    | -15%                       | 1,388            |
| 14           | 1871001 | 8710 | Early College Acad *                    | 400 W WASHINGTON BLVD                          | LOS ANGELES                      | 90015                | HS   | 9-12               | 5            | E               | South Los Angeles CoS  | Not Available *  | Not Available *             | Not Available *          | Not Available *            | Not Available *  |
| 15           | 1755501 | 7555 | Ednovate - Brio Col Prep                | 350 S FIGUEROA ST                              | LOS ANGELES                      | 90071                | CSI  | 9-12               | 2            | E               | MacArthur Park CoS   | 500              | 490                         | (10)                     | -2%                        | 500              |
| 16           | 1767201 | 7672 | Ednovate - USC Hybrid Col Prep          | 3939 S VERMONT AVE                             | LOS ANGELES                      | 90037                | CSI  | 9-12               | 1            | S               | Manual Arts/Vermont Square CoS   | 500              | 523                         | 23                       | 5%                         | 500              |
| 17           | 1813201 | 8132 | Foshay Learning Ctr                     | 3751 S HARVARD BLVD                            | LOS ANGELES                      | 90018                | SS   | K-12               | 1            | S               | Manual Arts/Vermont Square CoS   | 1,896            | 1,719                       | (177)                    | -9%                        | 1,957            |
| 18           | 1871401 | 8714 | Jefferson High                          | 1319 E 41ST ST                                 | LOS ANGELES                      | 90011                | HS   | 9-12               | 5            | E               | Historic Central Avenue CoS  | 885              | 708                         | (177)                    | -20%                       | 892              |
| 19           | 1821601 | 8216 | LA Acad of Arts and Enterprise          | 1575 W 2ND ST                                  | LOS ANGELES                      | 90026                | CSI  | 6-12               | 2            | E               | Downtown CoS   | 417              | 282                         | (135)                    | -32%                       | 455              |
| 20           | 1877401 | 8774 | LA Global Studies                       | 322 S LUCAS AVE                                | LOS ANGELES                      | 90017                | HS   | 9-12               | 2            | E               | MacArthur Park CoS   | 314              | 328                         | 14                       | 4%                         | 324              |
| 21           | 1850101 | 8501 | LA High for the Arts                    | 701 S CATALINA ST                              | LOS ANGELES                      | 90005                | HS   | 9-12               | 5            | W               | Koreatown/Pico-Union CoS   | 513              | 438                         | (75)                     | -15%                       | 557              |
| 22           | 1478301 | 4783 | Larchmont Chrtr                         | 2801 W 6TH ST                                  | LOS ANGELES                      | 90057                | CSI  | TK-12              | 2            | E               | MacArthur Park CoS   | 1,743            | 1,622                       | (121)                    | -7%                        | 1,815            |
| 23           | 1874301 | 8743 | Manual Arts High                        | 4131 S VERMONT AVE                             | LOS ANGELES                      | 90037                | HS   | 9-12               | 1            | S               | Manual Arts/Vermont Square CoS   | 1,301            | 1,037                       | (264)                    | -20%                       | 1,369            |
| 24           | 1767401 | 7674 | Math and Sci College Prep               | 3202 W ADAMS BLVD                              | LOS ANGELES                      | 90018                | CSI  | 9-12               | 1            | W               | LA Mid-City CoS  | 532              | 539                         | 7                        | 1%                         | 532              |
| 25           | 1245801 | 2458 | Matrix for Success Acad                 | 1010 E 34TH ST                                 | LOS ANGELES                      | 90011                | CSI  | 9-12               | 5            | E               | South Los Angeles CoS  | 600              | 145                         | (455)                    | -76%                       | 600              |
| 26           | 1861101 | 8611 | Mendez High                             | 1200 PLAZA DEL SOL                             | LOS ANGELES                      | 90033                | HS   | 9-12               | 2            | E               | Boyle Heights CoS  | 997              | 911                         | (86)                     | -9%                        | 1,064            |
| 27           | 1761401 | 7614 | Nava College Prep Acad                  | 1319 E 41ST ST                                 | LOS ANGELES                      | 90011                | HS   | 9-12               | 5            | E               | Historic Central Avenue CoS  | 725              | 608                         | (117)                    | -16%                       | 785              |
| 28           | 1826001 | 8260 | New Designs Chrtr                       | 1. 2303 S FIGUEROA WAY<br>2. 1342 W ADAMS BLVD | 1. LOS ANGELES<br>2. LOS ANGELES | 1. 90007<br>2. 90007 | CSI  | 1. 6-12<br>2. 6-12 | 1. 5<br>2. 1 | 1. S<br>2. S    | 1. Manual Arts/Vermont Square CoS<br>2. Manual Arts/Vermont Square CoS | 1,302            | 758                         | (544)                    | -42%                       | 1,395            |
| 29           | 1778301 | 7783 | New Open World Acad                     | 3201 W 8TH ST                                  | LOS ANGELES                      | 90010                | SS   | K-12               | 5            | W               | Koreatown/Pico-Union CoS   | 1,111            | 980                         | (131)                    | -12%                       | 1,141            |
| 30           | 1854401 | 8544 | Roybal Lrng Ctr                         | 1200 W COLTON ST                               | LOS ANGELES                      | 90026                | HS   | 9-12               | 2            | E               | Downtown CoS   | 1,302            | 1,113                       | (189)                    | -15%                       | 1,238            |
| 31           | 1871601 | 8716 | Santee Ed Cmplx                         | 1921 S MAPLE AVE                               | LOS ANGELES                      | 90011                | HS   | 9-12               | 5            | E               | South Los Angeles CoS  | 2,031            | 1,756                       | (275)                    | -14%                       | 2,022            |
| 32           | 1852701 | 8527 | School for Soc Just                     | 322 S LUCAS AVE                                | LOS ANGELES                      | 90017                | HS   | 9-12               | 2            | E               | MacArthur Park CoS   | 482              | 400                         | (82)                     | -17%                       | 469              |
| 33           | 1820601 | 8206 | School for the Visual Arts & Humanities | 701 S CATALINA ST                              | LOS ANGELES                      | 90005                | HS   | 9-12               | 5            | W               | Koreatown/Pico-Union CoS   | 563              | 492                         | (71)                     | -13%                       | 619              |
| 34           | 1769201 | 7692 | Synergy Quantum Acad                    | 300 E 53RD ST                                  | LOS ANGELES                      | 90011                | CSI  | 9-12               | 7            | E               | Historic Central Avenue CoS  | 583              | 544                         | (39)                     | -7%                        | 583              |
| 35           | 1778001 | 7780 | UCLA Community School                   | 700 S MARIPOSA AVE                             | LOS ANGELES                      | 90005                | SS   | K-12               | 5            | W               | Koreatown/Pico-Union CoS   | 1,006            | 944                         | (62)                     | -6%                        | 976              |
| 36           | 1759701 | 7597 | University Prep Value High              | 1929 W PICO BLVD                               | LOS ANGELES                      | 90006                | CSI  | 9-12               | 5            | W               | Koreatown/Pico-Union CoS   | 480              | 484                         | 4                        | 1%                         | 480              |
| 37           | 1874801 | 8748 | West Adams Prep High                    | 1500 W WASHINGTON BLVD                         | LOS ANGELES                      | 90007                | HS   | 9-12               | 5            | W               | Koreatown/Pico-Union CoS   | 1,234            | 1,093                       | (141)                    | -11%                       | 1,246            |
| <b>TOTAL</b> |         |      |   |  |                                  |                      |      |                    |              |                 |  | <b>30,961</b>    | <b>26,569</b>               | <b>(4,392)</b>           | <b>-14%</b>                | <b>31,461</b>    |

\* Early College Academy is located on the Los Angeles Trade Technical College campus. The enrollment information is not available for Early College Academy due to the school not participating in the

FY 2022-23

Total Count of District and Charter Schools  
Within the Community  
(A) Count Under-Enrolled  
(B) Count Under-Enrolled by 34.83 students  
or more  
% of (B) of (A)  
Average Students of (B)

36  
29  
26  
90%  
(173)

3-Year Average Enrollment Realization Rate  
(District & Charter Schools)  
3-Year Average Enrollment Realization Rate  
(District Schools Only)  
3-Year Average Enrollment Realization Ratio  
Within the Community (Charters Schools  
only)

3-Year Average % of Total Student  
Enrollment Attending District Schools  
Within the Proposed or Existing Community

3-Year Average % of Total Student  
Enrollment Attending Charter Schools

| No. | CCC     | LOCN | SITE NAME                               | 2023-24<br>NORM DAY<br>ENROLLMENT | Over-(Under-)<br>Enrollment | % Over-(Under-)<br>Enrollment | 2024-25<br>CAPACITY | 2024-25<br>NORM DAY<br>ENROLLMENT | Over-(Under-)<br>Enrollment | % Over-(Under-)<br>Enrollment |
|-----|---------|------|---|-----------------------------------|-----------------------------|-------------------------------|---------------------|-----------------------------------|-----------------------------|-------------------------------|
| 1   | 1820701 | 8207 | Academic Leadership Community           | 459                               | (89)                        | -16%                          | 479                 | 395                               | (84)                        | -18%                          |
| 2   | 1882301 | 8823 | Alliance Dr. Olga Mohan HS              | 466                               | 16                          | 4%                            | 450                 | 452                               | 2                           | 0%                            |
| 3   | 1862601 | 8626 | Alliance GRM Academy High               | 1,003                             | (7)                         | -1%                           | 1,010               | 1,035                             | 25                          | 2%                            |
| 4   | 1882401 | 8824 | Alliance Neuwirth Ldrshp Acad           | 596                               | 6                           | 1%                            | 595                 | 604                               | 9                           | 2%                            |
| 5   | 1768501 | 7685 | Alliance Tajima High                    | 478                               | 27                          | 6%                            | 475                 | 480                               | 5                           | 1%                            |
| 6   | 1777101 | 7771 | Ambassador School of Global Leadership  | 500                               | (147)                       | -23%                          | 571                 | 486                               | (85)                        | -15%                          |
| 7   | 1772201 | 7722 | Angelou Community High School           | 1,023                             | (48)                        | -4%                           | 1,088               | 983                               | (105)                       | -10%                          |
| 8   | 1881801 | 8818 | Animo Jackie Robinson                   | 605                               | (45)                        | -7%                           | 650                 | 605                               | (45)                        | -7%                           |
| 9   | 1881701 | 8817 | Animo Ralph Bunche High                 | 566                               | (59)                        | -9%                           | 625                 | 530                               | (95)                        | -15%                          |
| 10  | 1882801 | 8828 | Annenberg High                          | 460                               | (140)                       | -23%                          | 600                 | 486                               | (114)                       | -19%                          |
| 11  | 1854301 | 8543 | Belmont High                            | 685                               | (760)                       | -53%                          | 1,220               | 617                               | (603)                       | -49%                          |
| 12  | 1851701 | 8517 | Contreras School of Bus & Tourism       | 362                               | (105)                       | -22%                          | 461                 | 402                               | (59)                        | -13%                          |
| 13  | 1851601 | 8516 | Cortines School of VPA                  | 1,145                             | (243)                       | -18%                          | 1,279               | 1,101                             | (178)                       | -14%                          |
| 14  | 1871001 | 8710 | Early College Acad *                    | Not Available *                   | Not Available *             | Not Available *               | Not Available *     | Not Available *                   | Not Available *             | Not Available *               |
| 15  | 1755501 | 7555 | Ednovate - Brio Col Prep                | 499                               | (1)                         | 0%                            | 500                 | 496                               | (4)                         | -1%                           |
| 16  | 1767201 | 7672 | Ednovate - USC Hybrid Col Prep          | 533                               | 33                          | 7%                            | 500                 | 521                               | 21                          | 4%                            |
| 17  | 1813201 | 8132 | Foshay Learning Ctr                     | 1,626                             | (331)                       | -17%                          | 1,804               | 1,532                             | (272)                       | -15%                          |
| 18  | 1871401 | 8714 | Jefferson High                          | 622                               | (270)                       | -30%                          | 713                 | 560                               | (153)                       | -21%                          |
| 19  | 1821601 | 8216 | LA Acad of Arts and Enterprise          | 223                               | (232)                       | -51%                          | 500                 | 203                               | (297)                       | -59%                          |
| 20  | 1877401 | 8774 | LA Global Studies                       | 308                               | (16)                        | -5%                           | 297                 | 319                               | 22                          | 7%                            |
| 21  | 1850101 | 8501 | LA High for the Arts                    | 442                               | (115)                       | -21%                          | 553                 | 437                               | (116)                       | -21%                          |
| 22  | 1478301 | 4783 | Larchmont Chrtr                         | 1,625                             | (190)                       | -10%                          | 1,841               | 1,770                             | (71)                        | -4%                           |
| 23  | 1874301 | 8743 | Manual Arts High                        | 1,042                             | (327)                       | -24%                          | 1,281               | 1,020                             | (261)                       | -20%                          |
| 24  | 1767401 | 7674 | Math and Sci College Prep               | 535                               | 3                           | 1%                            | 532                 | 558                               | 26                          | 5%                            |
| 25  | 1245801 | 2458 | Matrix for Success Acad                 | 204                               | (396)                       | -66%                          | 600                 | 246                               | (354)                       | -59%                          |
| 26  | 1861101 | 8611 | Mendez High                             | 783                               | (281)                       | -26%                          | 825                 | 704                               | (121)                       | -15%                          |
| 27  | 1761401 | 7614 | Nava College Prep Acad                  | 621                               | (164)                       | -21%                          | 768                 | 607                               | (161)                       | -21%                          |
| 28  | 1826001 | 8260 | New Designs Chrtr                       | 793                               | (602)                       | -43%                          | 1,395               | 785                               | (610)                       | -44%                          |
| 29  | 1778301 | 7783 | New Open World Acad                     | 936                               | (205)                       | -18%                          | 1,067               | 904                               | (163)                       | -15%                          |
| 30  | 1854401 | 8544 | Roybal Lrng Ctr                         | 1,141                             | (97)                        | -8%                           | 1,262               | 1,134                             | (128)                       | -10%                          |
| 31  | 1871601 | 8716 | Santee Ed Cmplx                         | 1,693                             | (329)                       | -16%                          | 1,991               | 1,608                             | (383)                       | -19%                          |
| 32  | 1852701 | 8527 | School for Soc Just                     | 359                               | (110)                       | -23%                          | 399                 | 328                               | (71)                        | -18%                          |
| 33  | 1820601 | 8206 | School for the Visual Arts & Humanities | 504                               | (115)                       | -19%                          | 610                 | 514                               | (96)                        | -16%                          |
| 34  | 1769201 | 7692 | Synergy Quantum Acad                    | 548                               | (35)                        | -6%                           | 583                 | 562                               | (21)                        | -4%                           |
| 35  | 1778001 | 7780 | UCLA Community School                   | 911                               | (65)                        | -7%                           | 965                 | 893                               | (72)                        | -7%                           |
| 36  | 1759701 | 7597 | University Prep Value High              | 480                               | 0                           | 0%                            | 480                 | 491                               | 11                          | 2%                            |
| 37  | 1874801 | 8748 | West Adams Prep High                    | 972                               | (274)                       | -22%                          | 1,108               | 945                               | (163)                       | -15%                          |
|     |         |      |   | 25,748                            | (5,713)                     | -18%                          | 30,077              | 25,313                            | (4,764)                     | -16%                          |

\* Early College Academy is located on the Los Angeles Trade Technical College campus.

|   | FY 2023-24 | FY 2024-25 |
|---|------------|------------|
| Total Count of District and Charter Schools   | 36         | 36         |
| Within the Community  |            |            |
| (A) Count Under-Enrolled  | 30         | 28         |
| (B) Count Under-Enrolled by 34.83 students or more  | 27         | 26         |
| % of (B) of (A)   | 90%        | 93%        |
| Average Students of (B)   | (214)      | (187)      |
| 3-Year Average Enrollment Realization Rate (District & Charter Schools)   |            | 84%        |
| 3-Year Average Enrollment Realization Rate (District Schools Only)  |            | 82%        |
| 3-Year Average Enrollment Realization Ratio Within the Community (Charters Schools only)                          |            | 87%        |
| 3-Year Average % of Total Student Enrollment Attending District Schools Within the Proposed or Existing Community |            | 63%        |
| 3-Year Average % of Total Student Enrollment Attending Charter Schools  |            | 37%        |

| No. | CCC     | LOCN | SITE NAME                               | ADDRESS                | CITY        | ZIP CODE | TYPE | CONFIG | BD | PHYSICAL REGION | COS AFFILIATION                | 2022-23 CAPACITY |
|-----|---------|------|---|------------------------|-------------|----------|------|--------|----|-----------------|--------------------------------|------------------|
| 1   | 1820701 | 8207 | Academic Leadership Community           | 322 S LUCAS AVE        | LOS ANGELES | 90017    | HS   | 9-12   | 2  | E               | MacArthur Park CoS             | 544              |
| 2   | 1777101 | 7771 | Ambassador School of Global Leadership  | 701 S CATALINA ST      | LOS ANGELES | 90005    | SS   | 6-12   | 5  | W               | Koreatown/Pico-Union CoS       | 627              |
| 3   | 1772201 | 7722 | Angelou Community High School           | 300 E 53RD ST          | LOS ANGELES | 90011    | HS   | 9-12   | 7  | E               | Historic Central Avenue CoS    | 1,169            |
| 4   | 1854301 | 8543 | Belmont High                            | 1575 W 2ND ST          | LOS ANGELES | 90026    | HS   | 9-12   | 2  | E               | Downtown CoS                   | 1,369            |
| 5   | 1851701 | 8517 | Contreras School of Bus & Tourism       | 322 S LUCAS AVE        | LOS ANGELES | 90017    | HS   | 9-12   | 2  | E               | MacArthur Park CoS             | 474              |
| 6   | 1851601 | 8516 | Cortines School of VPA                  | 450 N GRAND AVE        | LOS ANGELES | 90012    | HS   | 9-12   | 2  | E               | Downtown CoS                   | 1,395            |
| 7   | 1871001 | 8710 | Early College Acad *                    | 400 W WASHINGTON BLVD  | LOS ANGELES | 90015    | HS   | 9-12   | 5  | E               | South Los Angeles CoS          | Not Available *  |
| 8   | 1813201 | 8132 | Foshay Learning Ctr                     | 3751 S HARVARD BLVD    | LOS ANGELES | 90018    | SS   | K-12   | 1  | S               | Manual Arts/Vermont Square CoS | 1,896            |
| 9   | 1871401 | 8714 | Jefferson High                          | 1319 E 41ST ST         | LOS ANGELES | 90011    | HS   | 9-12   | 5  | E               | Historic Central Avenue CoS    | 885              |
| 10  | 1877401 | 8774 | LA Global Studies                       | 322 S LUCAS AVE        | LOS ANGELES | 90017    | HS   | 9-12   | 2  | E               | MacArthur Park CoS             | 314              |
| 11  | 1850101 | 8501 | LA High for the Arts                    | 701 S CATALINA ST      | LOS ANGELES | 90005    | HS   | 9-12   | 5  | W               | Koreatown/Pico-Union CoS       | 513              |
| 12  | 1874301 | 8743 | Manual Arts High                        | 4131 S VERMONT AVE     | LOS ANGELES | 90037    | HS   | 9-12   | 1  | S               | Manual Arts/Vermont Square CoS | 1,301            |
| 13  | 1861101 | 8611 | Mendez High                             | 1200 PLAZA DEL SOL     | LOS ANGELES | 90033    | HS   | 9-12   | 2  | E               | Boyle Heights CoS              | 997              |
| 14  | 1761401 | 7614 | Nava College Prep Acad                  | 1319 E 41ST ST         | LOS ANGELES | 90011    | HS   | 9-12   | 5  | E               | Historic Central Avenue CoS    | 725              |
| 15  | 1778301 | 7783 | New Open World Acad                     | 3201 W 8TH ST          | LOS ANGELES | 90010    | SS   | K-12   | 5  | W               | Koreatown/Pico-Union CoS       | 1,111            |
| 16  | 1854401 | 8544 | Roybal Lrng Ctr                         | 1200 W COLTON ST       | LOS ANGELES | 90026    | HS   | 9-12   | 2  | E               | Downtown CoS                   | 1,302            |
| 17  | 1871601 | 8716 | Santee Ed Cmplx                         | 1921 S MAPLE AVE       | LOS ANGELES | 90011    | HS   | 9-12   | 5  | E               | South Los Angeles CoS          | 2,031            |
| 18  | 1852701 | 8527 | School for Soc Just                     | 322 S LUCAS AVE        | LOS ANGELES | 90017    | HS   | 9-12   | 2  | E               | MacArthur Park CoS             | 482              |
| 19  | 1820601 | 8206 | School for the Visual Arts & Humanities | 701 S CATALINA ST      | LOS ANGELES | 90005    | HS   | 9-12   | 5  | W               | Koreatown/Pico-Union CoS       | 563              |
| 20  | 1778001 | 7780 | UCLA Community School                   | 700 S MARIPOSA AVE     | LOS ANGELES | 90005    | SS   | K-12   | 5  | W               | Koreatown/Pico-Union CoS       | 1,006            |
| 21  | 1874801 | 8748 | West Adams Prep High                    | 1500 W WASHINGTON BLVD | LOS ANGELES | 90007    | HS   | 9-12   | 5  | W               | Koreatown/Pico-Union CoS       | 1,234            |
|     |         |      |   |                        |             |          |      |        |    |                 | <b>TOTAL</b>                   | <b>19,938</b>    |

\* Early College Academy is located on the Los Angeles Trade Technical College campus. The enrollment information is not available for Early College Academy due to the school not participating in the ECAR process (per the



| No. | CCC     | LOCN | SITE NAME                               | 2022-23<br>NORM DAY<br>ENROLLMENT | Over-(Under-)<br>Enrollment | % Over-(Under-)<br>Enrollment | 2023-24<br>CAPACITY | 2023-24<br>NORM DAY<br>ENROLLMENT | Over-(Under-)<br>Enrollment | % Over-(Under-)<br>Enrollment | 2024-25<br>CAPACITY | 2024-25<br>NORM DAY<br>ENROLLMENT | Over-(Under-)<br>Enrollment | % Over-(Under-)<br>Enrollment |
|-----|---------|------|---|-----------------------------------|-----------------------------|-------------------------------|---------------------|-----------------------------------|-----------------------------|-------------------------------|---------------------|-----------------------------------|-----------------------------|-------------------------------|
| 1   | 1820701 | 8207 | Academic Leadership Community           | 508                               | (36)                        | -7%                           | 548                 | 459                               | (89)                        | -16%                          | 479                 | 395                               | (84)                        | -18%                          |
| 2   | 1777101 | 7771 | Ambassador School of Global Leadership  | 561                               | (66)                        | -11%                          | 647                 | 500                               | (147)                       | -23%                          | 571                 | 486                               | (85)                        | -15%                          |
| 3   | 1772201 | 7722 | Angelou Community High School           | 1,108                             | (61)                        | -5%                           | 1,071               | 1,023                             | (48)                        | -4%                           | 1,088               | 983                               | (105)                       | -10%                          |
| 4   | 1854301 | 8543 | Belmont High                            | 628                               | (741)                       | -54%                          | 1,445               | 685                               | (760)                       | -53%                          | 1,220               | 617                               | (603)                       | -49%                          |
| 5   | 1851701 | 8517 | Contreras School of Bus & Tourism       | 410                               | (64)                        | -14%                          | 467                 | 362                               | (105)                       | -22%                          | 461                 | 402                               | (59)                        | -13%                          |
| 6   | 1851601 | 8516 | Cortines School of VPA                  | 1,183                             | (212)                       | -15%                          | 1,388               | 1,145                             | (243)                       | -18%                          | 1,279               | 1,101                             | (178)                       | -14%                          |
| 7   | 1871001 | 8710 | Early College Acad *                    | Not Available *                   | Not Available *             | Not Available *               | Not Available *     | Not Available *                   | Not Available *             | Not Available *               | Not Available *     | Not Available *                   | Not Available *             | Not Available *               |
| 8   | 1813201 | 8132 | Foshay Learning Ctr                     | 1,719                             | (177)                       | -9%                           | 1,957               | 1,626                             | (331)                       | -17%                          | 1,804               | 1,532                             | (272)                       | -15%                          |
| 9   | 1871401 | 8714 | Jefferson High                          | 708                               | (177)                       | -20%                          | 892                 | 622                               | (270)                       | -30%                          | 713                 | 560                               | (153)                       | -21%                          |
| 10  | 1877401 | 8774 | LA Global Studies                       | 328                               | 14                          | 4%                            | 324                 | 308                               | (16)                        | -5%                           | 297                 | 319                               | 22                          | 7%                            |
| 11  | 1850101 | 8501 | LA High for the Arts                    | 438                               | (75)                        | -15%                          | 557                 | 442                               | (115)                       | -21%                          | 553                 | 437                               | (116)                       | -21%                          |
| 12  | 1874301 | 8743 | Manual Arts High                        | 1,037                             | (264)                       | -20%                          | 1,369               | 1,042                             | (327)                       | -24%                          | 1,281               | 1,020                             | (261)                       | -20%                          |
| 13  | 1861101 | 8611 | Mendez High                             | 911                               | (86)                        | -9%                           | 1,064               | 783                               | (281)                       | -26%                          | 825                 | 704                               | (121)                       | -15%                          |
| 14  | 1761401 | 7614 | Nava College Prep Acad                  | 608                               | (117)                       | -16%                          | 785                 | 621                               | (164)                       | -21%                          | 768                 | 607                               | (161)                       | -21%                          |
| 15  | 1778301 | 7783 | New Open World Acad                     | 980                               | (131)                       | -12%                          | 1,141               | 936                               | (205)                       | -18%                          | 1,067               | 904                               | (163)                       | -15%                          |
| 16  | 1854401 | 8544 | Roybal Lrng Ctr                         | 1,113                             | (189)                       | -15%                          | 1,238               | 1,141                             | (97)                        | -8%                           | 1,262               | 1,134                             | (128)                       | -10%                          |
| 17  | 1871601 | 8716 | Santee Ed Cmplx                         | 1,756                             | (275)                       | -14%                          | 2,022               | 1,693                             | (329)                       | -16%                          | 1,991               | 1,608                             | (383)                       | -19%                          |
| 18  | 1852701 | 8527 | School for Soc Just                     | 400                               | (82)                        | -17%                          | 469                 | 359                               | (110)                       | -23%                          | 399                 | 328                               | (71)                        | -18%                          |
| 19  | 1820601 | 8206 | School for the Visual Arts & Humanities | 492                               | (71)                        | -13%                          | 619                 | 504                               | (115)                       | -19%                          | 610                 | 514                               | (96)                        | -16%                          |
| 20  | 1778001 | 7780 | UCLA Community School                   | 944                               | (62)                        | -6%                           | 976                 | 911                               | (65)                        | -7%                           | 965                 | 893                               | (72)                        | -7%                           |
| 21  | 1874801 | 8748 | West Adams Prep High                    | 1,093                             | (141)                       | -11%                          | 1,246               | 972                               | (274)                       | -22%                          | 1,108               | 945                               | (163)                       | -15%                          |
|     |         |      |   | 16,925                            | (3,013)                     | -15%                          | 20,225              | 16,134                            | (4,091)                     | -20%                          | 18,741              | 15,489                            | (3,252)                     | -17%                          |

\* Early College Academy is located on the Los Angeles Trade Technical Coll

| No. | CCC     | LOCN | SITE NAME                      | ADDRESS  | CITY                             | ZIP CODE             | TYPE | CONFIG             | BD           | PHYSICAL REGION | COS AFFILIATION  | 2022-23<br>(Enrollment Roll-<br>Out Plan Per<br>Petition) | 2022-23<br>NORM DAY<br>ENROLLMENT | Over-(Under-<br>Enrollment) | % Over-(Under-<br>) Enrollment |
|-----|---------|------|--------------------------------|--|----------------------------------|----------------------|------|--------------------|--------------|-----------------|--|---|-----------------------------------|-----------------------------|--------------------------------|
| 1   | 1882301 | 8823 | Alliance Dr. Olga Mohan HS     | 644 W 17TH ST                                  | LOS ANGELES                      | 90015                | CSI  | 9-12               | 5            | E               | South Los Angeles CoS  | 450   | 470                               | 20                          | 4%                             |
| 2   | 1862601 | 8626 | Alliance GRM Academy High      | 2023 S UNION AVE                               | LOS ANGELES                      | 90007                | CSI  | 6-12               | 5            | S               | Manual Arts/Vermont Square CoS   | 1,010   | 1,000                             | (10)                        | -1%                            |
| 3   | 1882401 | 8824 | Alliance Neuwirth Ldrshp Acad  | 4610 S MAIN ST                                 | LOS ANGELES                      | 90037                | CSI  | 9-12               | 7            | E               | South Los Angeles CoS  | 584   | 614                               | 30                          | 5%                             |
| 4   | 1768501 | 7685 | Alliance Tajima High           | 1552 W ROCKWOOD ST                             | LOS ANGELES                      | 90026                | CSI  | 9-12               | 2            | E               | Downtown CoS   | 447   | 479                               | 32                          | 7%                             |
| 5   | 1881801 | 8818 | Animo Jackie Robinson          | 3500 S HILL ST                                 | LOS ANGELES                      | 90007                | CSI  | 9-12               | 5            | E               | South Los Angeles CoS  | 650   | 605                               | (45)                        | -7%                            |
| 6   | 1881701 | 8817 | Animo Ralph Bunche High        | 1655 E 27TH ST, STE B                          | LOS ANGELES                      | 90011                | CSI  | 9-12               | 5            | E               | Historic Central Avenue CoS  | 625   | 622                               | (3)                         | 0%                             |
| 7   | 1882801 | 8828 | Annenberg High                 | 4000 S MAIN ST                                 | LOS ANGELES                      | 90037                | CSI  | 9-12               | 5            | E               | South Los Angeles CoS  | 600   | 467                               | (133)                       | -22%                           |
| 8   | 1755501 | 7555 | Ednovate - Brio Col Prep       | 350 S FIGUEROA ST                              | LOS ANGELES                      | 90071                | CSI  | 9-12               | 2            | E               | MacArthur Park CoS   | 500   | 490                               | (10)                        | -2%                            |
| 9   | 1767201 | 7672 | Ednovate - USC Hybrid Col Prep | 3939 S VERMONT AVE                             | LOS ANGELES                      | 90037                | CSI  | 9-12               | 1            | S               | Manual Arts/Vermont Square CoS   | 500   | 523                               | 23                          | 5%                             |
| 10  | 1821601 | 8216 | LA Acad of Arts and Enterprise | 1575 W 2ND ST                                  | LOS ANGELES                      | 90026                | CSI  | 6-12               | 2            | E               | Downtown CoS   | 417   | 282                               | (135)                       | -32%                           |
| 11  | 1478301 | 4783 | Larchmont Chrtr                | 2801 W 6TH ST                                  | LOS ANGELES                      | 90057                | CSI  | TK-12              | 2            | E               | MacArthur Park CoS   | 1,743   | 1,622                             | (121)                       | -7%                            |
| 12  | 1767401 | 7674 | Math and Sci College Prep      | 3202 W ADAMS BLVD                              | LOS ANGELES                      | 90018                | CSI  | 9-12               | 1            | W               | LA Mid-City CoS  | 532   | 539                               | 7                           | 1%                             |
| 13  | 1245801 | 2458 | Matrix for Success Acad        | 1010 E 34TH ST                                 | LOS ANGELES                      | 90011                | CSI  | 9-12               | 5            | E               | South Los Angeles CoS  | 600   | 145                               | (455)                       | -76%                           |
| 14  | 1826001 | 8260 | New Designs Chrtr              | 1. 2303 S FIGUEROA WAY<br>2. 1342 W ADAMS BLVD | 1. LOS ANGELES<br>2. LOS ANGELES | 1. 90007<br>2. 90007 | CSI  | 1. 6-12<br>2. 6-12 | 1. 5<br>2. 1 | 1. S<br>2. S    | 1. Manual Arts/Vermont Square CoS<br>2. Manual Arts/Vermont Square CoS | 1,302   | 758                               | (544)                       | -42%                           |
| 15  | 1769201 | 7692 | Synergy Quantum Acad           | 300 E 53RD ST                                  | LOS ANGELES                      | 90011                | CSI  | 9-12               | 7            | E               | Historic Central Avenue CoS  | 583   | 544                               | (39)                        | -7%                            |
| 16  | 1759701 | 7597 | University Prep Value High     | 1929 W PICO BLVD                               | LOS ANGELES                      | 90006                | CSI  | 9-12               | 5            | W               | Koreatown/Pico-Union CoS   | 480   | 484                               | 4                           | 1%                             |
|     |         |      |                                |  |                                  |                      |      |                    |              |                 | <b>TOTAL</b>   | <b>11,023</b>   | <b>9,644</b>                      | <b>(1,379)</b>              | <b>-13%</b>                    |

| No. | CCC     | LOCN | SITE NAME                      | 2023-24<br>(Enrollment Roll-Out<br>Plan Per Petition) | 2023-24<br>NORM DAY<br>ENROLLMENT | Over-(Under-)<br>Enrollment | % Over-<br>(Under-)<br>Enrollment | 2024-25<br>(Enrollment Roll-<br>Out Plan Per<br>Petition) | 2024-25<br>NORM DAY<br>ENROLLMENT | Over-(Under-)<br>Enrollment | % Over-(Under-)<br>) Enrollment |
|-----|---------|------|--------------------------------|---|-----------------------------------|-----------------------------|-----------------------------------|---|-----------------------------------|-----------------------------|---------------------------------|
| 1   | 1882301 | 8823 | Alliance Dr. Olga Mohan HS     | 450   | 466                               | 16                          | 4%                                | 450   | 452                               | 2                           | 0%                              |
| 2   | 1862601 | 8626 | Alliance GRM Academy High      | 1,010   | 1,003                             | (7)                         | -1%                               | 1,010   | 1,035                             | 25                          | 2%                              |
| 3   | 1882401 | 8824 | Alliance Neuwirth Ldrshp Acad  | 590   | 596                               | 6                           | 1%                                | 595   | 604                               | 9                           | 2%                              |
| 4   | 1768501 | 7685 | Alliance Tajima High           | 451   | 478                               | 27                          | 6%                                | 475   | 480                               | 5                           | 1%                              |
| 5   | 1881801 | 8818 | Animo Jackie Robinson          | 650   | 605                               | (45)                        | -7%                               | 650   | 605                               | (45)                        | -7%                             |
| 6   | 1881701 | 8817 | Animo Ralph Bunche High        | 625   | 566                               | (59)                        | -9%                               | 625   | 530                               | (95)                        | -15%                            |
| 7   | 1882801 | 8828 | Annenberg High                 | 600   | 460                               | (140)                       | -23%                              | 600   | 486                               | (114)                       | -19%                            |
| 8   | 1755501 | 7555 | Ednovate - Brio Col Prep       | 500   | 499                               | (1)                         | 0%                                | 500   | 496                               | (4)                         | -1%                             |
| 9   | 1767201 | 7672 | Ednovate - USC Hybrid Col Prep | 500   | 533                               | 33                          | 7%                                | 500   | 521                               | 21                          | 4%                              |
| 10  | 1821601 | 8216 | LA Acad of Arts and Enterprise | 455   | 223                               | (232)                       | -51%                              | 500   | 203                               | (297)                       | -59%                            |
| 11  | 1478301 | 4783 | Larchmont Chrtr                | 1,815   | 1,625                             | (190)                       | -10%                              | 1,841   | 1,770                             | (71)                        | -4%                             |
| 12  | 1767401 | 7674 | Math and Sci College Prep      | 532   | 535                               | 3                           | 1%                                | 532   | 558                               | 26                          | 5%                              |
| 13  | 1245801 | 2458 | Matrix for Success Acad        | 600   | 204                               | (396)                       | -66%                              | 600   | 246                               | (354)                       | -59%                            |
| 14  | 1826001 | 8260 | New Designs Chrtr              | 1,395   | 793                               | (602)                       | -43%                              | 1,395   | 785                               | (610)                       | -44%                            |
| 15  | 1769201 | 7692 | Synergy Quantum Acad           | 583   | 548                               | (35)                        | -6%                               | 583   | 562                               | (21)                        | -4%                             |
| 16  | 1759701 | 7597 | University Prep Value High     | 480   | 480                               | 0                           | 0%                                | 480   | 491                               | 11                          | 2%                              |
|     |         |      |                                | 11,236  | 9,614                             | (1,622)                     | -14%                              | 11,336  | 9,824                             | (1,512)                     | -13%                            |

**FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE  
NEW CHARTER PETITION FOR  
FUTURE IS NOW CAREER TECHNICAL EDUCATION PREPARATORY  
BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

BOARD OF EDUCATION REPORT 195-24/25

Date: February 11, 2025

**I. BACKGROUND**

On November 13, 2024, Future is Now Career Technical Education Preparatory (“Proposed Charter School,” “Petitioner” or “FIN Prep”) submitted a petition (“Petition”) along with supporting materials to the Los Angeles Unified School District (“LAUSD” or “District”) seeking to establish a new independent charter school to operate within the geographic boundaries of LAUSD. The Petition proposes to serve 125 students in grade 9 in the first year and up to 525 students in grades 9-12 by the fifth year of Proposed Charter School’s operations. Proposed Charter School seeks to serve students in the community of South Los Angeles, in and around ZIP code 90015, which is served by Board District 5, and Region East. The Petition proposes a five-year term from July 1, 2025 to June 30, 2030. (See Exhibit 1, F IN Prep Petition.)

Pursuant to the Charter Schools Act (Ed. Code, § 47600 et seq.) and the adopted LAUSD Policy and Procedures for Charter Schools (“District policy”), within 60 days of receipt of the new petition application, the LAUSD Board shall hold a public hearing for the LAUSD Board to consider the level of support for the petition by teachers employed by LAUSD, other employees of LAUSD, and parents, as directed by Education Code section 47605(b). Within 90 days of receipt of the new petition, the LAUSD Board shall hold a public hearing at which it will either grant or deny the new petition, unless the parties mutually agree to extend the timeline by an additional 30 days. Petitioners shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings. (Ed. Code, §47605(b).) The District will publish the Superintendent’s recommendation, and any written findings required to support the recommendation, at least 15 days prior to the LAUSD Board meeting at which it will act on the new petition. (Ed. Code, § 47605(b).)

Based on Staff’s review of the Petition and supporting materials, the District has substantial concerns with the Petition application, as presented. The discussion below outlines the applicable law and standards and criteria for evaluating new petitions and analysis concerning whether the Petitioners’ request to establish a new independent charter school within LAUSD’s boundaries satisfies the requirements under the Charter Schools Act and District policy.

## **II. SUMMARY OF APPLICABLE LAW AND DISTRICT POLICY FOR EVALUATING NEW PETITIONS**

In determining whether to grant or deny a new charter petition, the LAUSD Board must carefully review the proposed charter application, consider public input, staff's professional judgment, recommendations and reports, and criteria established by law, including the academic needs of pupils the school proposes to serve. (See Ed. Code, § 47605(c); see also, 5 C.C.R. §11967.5.1.) The LAUSD Board shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an unsound educational program for the students to be enrolled in the charter school. (Ed. Code, § 47605(c)(1).)
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605(c)(2).)
- (3) The petition does not contain the number of signatures required by Education Code section 47605(a). (Ed. Code, § 47605(c)(3).)
- (4) The petition does not contain an affirmation of each of the conditions described in Education Code section 47605(e). (Ed. Code, § 47605(c)(4).)
- (5) The petition does not contain reasonably comprehensive descriptions of the 15 elements in a charter petition. (Ed. Code, § 47605(c)(5).)
- (6) The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining pursuant to Government Code sections 3540-3549.3. (Ed. Code, § 47605(c)(6).)
- (7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7).)
- (8) LAUSD is not positioned to absorb the fiscal impact of the proposed charter school. LAUSD satisfies this paragraph if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification pursuant to Section 1240, or is under state receivership. Charter schools proposed in LAUSD satisfying one of these conditions shall be subject to a rebuttable presumption of denial. (Ed. Code, § 47605(c)(8).)

## **III. BASIS OF FINDINGS OF FACT AND STAFF RECOMMENDATION**

Based on a comprehensive review of the Petition, its supporting materials submitted along with the Petition and other publicly available information, Staff recommends that the LAUSD Board of Education deny Proposed Charter School's Petition and adopt these Findings of Fact in Support

of Denial of the New Charter Petition for Future Is Now Career Technical Education Preparatory based on the following grounds:

- The Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;
- The Petition does not contain reasonably comprehensive descriptions of all required elements; and
- Proposed Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

The analysis below contains the findings assessing the sufficiency of the Petition. Staff identified multiple areas of concern, and for the reasons set forth in more detail below, recommends **denial** of the Petition. Please note that, while these findings of fact have been grouped in order to provide coherence and facilitate reading, certain findings may support more than one ground for denial.

#### **A. Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition**

In evaluating whether the petitioners are demonstrably likely or unlikely to successfully implement the program set forth in the charter petition,<sup>1</sup> the LAUSD Board will assess a variety of factors, including but not limited to:

- Petitioners' past history of involvement in charter schools or other education agencies (public or private), as one the chartering agency would regard as unsuccessful.
- Evidence that petitioners are familiar with the content of the petition and the requirements of law that would apply to the proposed charter school.
- The financial and operational plan for the proposed charter school, including the structure for providing administrative services and criteria for selection of contractors.
- Insurance (e.g., general liability, workers' compensation, and other necessary insurance of the type and in the amounts required for an enterprise of similar purpose and circumstance). Specifically, petitioner must have the required insurance coverage and limits policy endorsing the Los Angeles Unified School District and Board of Education as named additional insureds.
- The types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter.

<sup>1</sup> The policy for "demonstrably unlikely to successfully implement the program" includes factors and guidance promulgated by the State Board of Education. (See 5 C.C.R. § 11967.5.1.)

- The petitioners' background and experience in areas critical to the charter school's success, including curriculum, instruction, assessment, finance, and the petitioners' plan to secure the services of individuals who have the necessary background and experience in these areas.

## **1. Petitioners' Recent Lack of Compliance with and Closure of Los Angeles County-Authorized Charter School**

As shown below, the Petitioners' most recent involvement in a Los Angeles-area charter school project raises significant concerns about the likelihood of success and compliant operations with the proposed charter school.

- The lead petitioner for this petition was the lead petitioner on a county-wide charter authorized by Los Angeles County Board of Education (LACBOE) on July 1, 2020, with specific conditions to be met by the Future is Now Preparatory (FIN).
- Per the August 27, 2021, LACBOE Board materials, LACBOE rescinded authorization of the charter due to the petitioner's lack of meeting some of the conditions (e.g., evidence of recruitment efforts and enrollment of 180 prospective students, revised 2020-2021 budget). In addition to not meeting some of the conditions, LACBOE noted the following: "on July 28, 2021 (on September 30, 2020, FIN submitted notification that they were delaying opening for the 2020-2021 school year per SB 98), the school confirmed they had no students enrolled nor any students who had indicated they intended to enroll for the 2021-2022 school year at either site." (See Exhibit 2, LACBOE Board Materials, August 27, 2021.)
- Based on the information and documents obtained from LACOE relating to FIN's closure procedures (See Exhibit 3, LACBOE memorandum, dated August 19, 2022), Future is Now Schools-Los Angeles did not appear to have submitted a final close-out audit following FIN's rescission or closure, as required under the Monitoring and Oversight Memorandum of Understanding (MOU) signed between LACOE and FIN, and the applicable law cited under the "4.6 Closure Procedures" section within this MOU. (See Exhibit 2, LACBOE Board Materials, August 27, 2021.)
- In response to a recent District inquiry, on December 17, 2024, LACOE further confirmed that they did not receive a final close-out audit from FIN. LACOE stated that after closure, FIN stopped communication with LACOE. (See Exhibit 4, LACOE's email communication dated December 17, 2024.)

## **2. Petitioners' Delinquent Filing with California Secretary of State**

As of the writing of this report, upon Staff's review of the California Secretary of State's ("SOS") website, Staff became aware that Future is Now Schools-Los Angeles' corporate status is considered active, but the required Statement of Information filing is outstanding and past due (with a past due date of March 31, 2022). SOS' website states, "Failure to file the required Statement of Information with the Secretary of State as outlined in statute may

result in penalties being assessed by the Franchise Tax Board and suspension or forfeiture.” As such, Future is Now Schools-Los Angeles’ failure to timely comply with the reporting requirements that apply to nonprofit corporations raises concerns that the Petitioner chose not to comply with, or is unfamiliar with, specified legal requirements. (See Corp. Code, § 5008.6.)

### **3. Petitioners Submitted an Insufficient Financial Plan for Proposed Charter School**

Although Petitioners included a signed Certificate of Completeness with the application, FIN Prep failed to provide a financial plan and supporting documentation/information to the District so that it may assess the adequacy of the proposed budget.<sup>2</sup> As a result, there is no foundation for Staff to evaluate the reasonableness of the Petitioners’ proposed budget and its financial feasibility required to support the school’s educational program and operations. (See Exhibit 5, Budget.) For example, Petitioners did not provide the following information as part of a financial plan:

- Budget assumptions
  - Projected class size based on different levels
  - Projected Average Daily Attendance (ADA) percentage
  - Local Control Funding Formula (LCFF) funding rates (including unduplicated pupil percentage)
  - Estimated average certificated salaries & benefits by category with the details of the number of positions and Full-Time Equivalent (FTE) calculations (e.g., teachers, etc.)
  - Administration salaries & benefits with the details of the number of positions and FTE calculations (e.g., Executive Director, Principal, Assistant Principal, etc.)
  - Other salaries & benefits with the details of the number of positions and FTE (e.g., custodian, office/clerical staff, teacher assistants, etc.)
- Projected staffing positions – The positions listed in the Organizational Chart in Element 4 and under Element 5 are not reflected in the budget submitted with Proposed Charter School’s new petition application. As stated above, Proposed Charter School did not provide budget assumptions, which included the payroll assumptions.
- The 5-year month-to-month cash flow projections (Fiscal Years 2025-2026 through 2029-2030)
- Support for grants – Although a summary of grants was included in FIN Prep’s budget as reflected in the table below, no award letters, executed documentation (e.g., signed and dated grant agreements, etc.), or financial records (e.g., bank statements, etc.) were

<sup>2</sup> Annually, consistent with the Charter Schools Act, the LAUSD Charter Schools Division publishes a District New Independent Charter School Petition Application Guide to provide Petitioners with clear information, guidelines, and expectations of what should be included in a charter school petition application. (See Ed. Code, § 47605; see also Exhibit 6, New Independent Charter School Petition Application Guide for 2024-2025).



provided to verify that these grants have been received or secured. Of the \$3.9 million in grants listed by Proposed Charter School, as shown in the table below, \$250,000 was noted as received for a planning grant from the “Broad Foundation.” However, no financial records (e.g., bank statements) were submitted to verify the receipt of these funds.

| Organization                        | Grant                   | Amount             | Status            |
|-------------------------------------|-------------------------|--------------------|-------------------|
| Broad Foundation                    | Planning Grant          | \$250,000          | Received (Oct-24) |
| Charter School Growth Fund          | Seed Funding            | \$750,000          | Applying          |
| Charter School Growth Fund          | Scaling Funding         | \$750,000          | Applying          |
| New Schools Venture Fund            | Innovative Schools      | \$250,000          | Applying          |
| Public Charter School Grant Program | Planning Subgrant       | \$800,000          | Applying          |
| Public Charter School Grant Program | Implementation Subgrant | \$900,000          | Applying          |
| Public Charter School Grant Program | Supplemental            | \$200,000          | Applying          |
| DOL Grants                          | Training                |                    | Applying          |
| High Roads Grants                   | Training                |                    | Applying          |
|                                     | <b>Total</b>            | <b>\$3,900,000</b> |                   |

- Support for the projected private funds – The 5-year budget submitted with the new petition application reflects projected revenues from LCFF, State Grants, Federal Grants, and Private Grants. FIN Prep is projected to receive private funds of \$2.0M, \$2.0M, \$2.5M, \$2.5M, and \$3.0M for Fiscal Years 2025-2026 through 2029-2030, respectively, amounting to a total of \$12.0M. However, no supporting evidence or documentation, such as signed executed agreements, commitment letters, or award letters, was provided for these projected funds in Proposed Charter School’s budget.

#### 4. Petitioners Submitted a Petition with Outdated and Inaccurate Information

As demonstrated below and by way of examples, the Petitioners submitted a Petition with content that is outdated and inaccurate, despite having signed a Certification of Completeness (dated November 13, 2024), and this undermines the Petitioners’ plan for Proposed Charter School to operate its program in the manner proposed.

- The Petition Contains Outdated Information
  - The Petition contains content from a petition previously submitted to the Los Angeles County Office of Education (LACOE) in 2020. For example:
    - Page 21 of the Petition states, “As described herein, FIN CTE Prep shall offer personalized instructional services for a vulnerable, at-risk student population that are not generally provided by a county office of education.”

- When describing the responsibilities of the board of directors, page 141 of the Petition states, “Approve charter amendments as necessary and submit requests for material revisions as necessary to the County Board for consideration.”
  - Page 213 of the Petition references the “county office of education” instead of LAUSD: “The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school.”
- Inaccurate Academic Calendar and Schedules
  - Page 103 of the Petition provides a total of 276 instructional days. A typical calendar year has approximately 260 weekdays. The Petition application does not describe how the proposed charter school would meet 276 instructional days.
  - Page 103 of the Petition includes 20 minimum days that are not included in Proposed Charter School’s academic calendar.
  - Page 101 of the Petition has the submission of a Sample Bell Schedule for a middle school, even though Proposed Charter School would only serve high school.
  - Page 102 of the Petition includes a Distance Learning Schedule through Zoom for periods 1-6, but there is no description of a distance learning program mentioned anywhere else in the Petition. Even if distance learning was referenced in the Petition, the Petitioners fails to explain how such educational model or design is consistent with Education Code section 47612.7 in its prohibition against new charter schools from offering non-classroom-based instruction. (Ed. Code, § 47612.7.)
- Petitioners Reference both Affiliated and Independent Charter School Models
  - Petitioners submitted a Community Impact Assessment for that of an affiliated charter school even though Petitioners’ new petition seeks to establish an independent charter school. (See Exhibit 7, FIN Prep CIA.)
  - At the December 10, 2024 LAUSD Board of Education meeting, Petitioner presented information at the initial public hearing in support of an affiliated charter school, as opposed to an independent charter school, which Petitioners seek to establish through the Petition.
  - Petitioners submitted a letter dated March 30, 2023 from International Brotherhood of Electrical Workers (IBEW) in support of an “affiliated charter” not a new start-up independent charter school. (See Exhibit 8, IBEW Local 11 Letter of Support.)

**B. The Petition Does Not Contain Reasonably Comprehensive Descriptions of all of the Fifteen Elements Set Forth in Education Code**

A new petition must contain a reasonably comprehensive description of each of the 15 elements required by Education Code section 47605(c)(5). Reasonably comprehensive descriptions are expected to be substantive, address all aspects of the elements, and be specific to the petition being

proposed.<sup>3,4</sup> The Petition does not contain reasonably comprehensive descriptions in compliance with the law, as discussed in greater detail below. (See Exhibit 1, FIN Prep Petition.)

## 1. Description of Proposed Charter School's Educational Program (Element 1)

**The Petition does not contain a reasonably comprehensive description of the charter school's educational program.**

The Petition lacks a reasonably comprehensive description of key components of its educational program, including but not limited to the following:

The Petition lacks clarity as to the educational program to be provided by Proposed Charter School and does not address all student groups in the LCFF table. The Petition inconsistently refers to the grade levels proposed to be served. As seen in the following:

- Includes grades 9-12 as its grade configuration under General Information (p. 12).
- Includes an enrollment plan that identifies grades 9-12 page (p. 38).
- References middle school grades in the LCFF table. (p. 50).
- References a Minimum Day Schedule for a middle school (p. 101).
- References "Future is Now Middle School Collaboration. (p. 106)"
- Additionally, the LCFF table does not address the English Learner student group.

Further, the Petition contains an incomplete and inconsistent Enrollment Plan. For example, the Petition's Enrollment Plan lacks the projected enrollment for Year 5 (Fiscal Year 2029-2030) of Proposed Charter School's proposed term, and the enrollment projection for Year 4 (Fiscal Year 2028-2029) of the proposed term is listed as 525, which is inconsistent with the 500 students projected in Proposed Charter School's submitted budget for the corresponding year. (p.38.) (See Exhibit 5, Budget.)

The above inaccuracies and failure to include all items of the Petition calls into question the offering of Proposed Charter School's instructional program, and also raises concerns about whether the petitioning team is demonstrably likely to successfully implement the proposed instructional program.

## 2. Description of Proposed Charter School's Governance Structure (Element 4)

<sup>3</sup> The policy for "reasonably comprehensive" includes factors and guidance promulgated by the State Board of Education. (See Title 5 California Code of Regulations, section 11967.5.1.)

<sup>4</sup> Annually, consistent with the Charter Schools Act, the LAUSD Charter Schools Division publishes a District New Independent Charter School Petition Application Guide to provide Petitioners with clear information, guidelines, and expectations of what should be included in a charter school petition application. (See Ed. Code, § 47605; see also Exhibit 6, New Independent Charter School Petition Application Guide for 2024-2025.)

**The Petition does not contain a reasonably comprehensive description of Charter School's governance structure.**

- The Petition does not provide a reasonably comprehensive description of how Proposed Charter School will ensure stakeholder involvement for reasons including the following:
  - The Petition does not describe the means by which Proposed Charter School will consult with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update.
  - The Petition does not describe the process by which Proposed Charter School will consult with parents and teachers regarding its educational program.
  - The Petition does not describe the composition, selection, and operating procedures for parent organizations or committees, if any.
- The Petition does not provide reasonably comprehensive governing board's decision-making procedures for reasons including the following:
  - The Petition does not describe abstention/recusal and teleconferencing participation requirements.

**3. Admissions Policies and Procedures (Element 8)**

- The Petition does not describe how Proposed Charter School will recruit and reach out to students with a history of low academic performance, Socioeconomically Disadvantaged students, and Students with Disabilities.
- The Petition does not describe open enrollment period(s) or timeline, and related enrollment procedures.
- The Petition's enrollment preferences do not give priority to pupils who reside within LAUSD. (Ed. Code, §47605(e)(1).)

**4. Suspension and Expulsion Procedures (Element 10)**

- The Petition does not describe how Proposed Charter School will monitor its student behavior data.
- The Petition does not address the following regarding in-school suspensions:
  - Whether and how Proposed Charter School will authorize and implement in-school suspensions, including:
    - Where the student(s) will be serving the suspension on-campus;
    - Who will be supervising the student(s);
    - How the student(s) will receive instruction during the suspension;
    - Any supports that will be made available to the student(s) during this the suspension period;
    - Describe how the student's family (or, if applicable, a foster child's educational rights holder, attorney, and county social worker) will be

notified of an in-school suspension and what information will be provided to them;

- Specify the maximum number of days of in-school suspension per incident and in one academic year;
- The Petition does not provide an assurance that the process for investigating incidents and collecting evidence will be fair and thorough.
- The Petition does not address how Proposed Charter School will provide the student and parent/family (and foster youth representatives, if applicable) adequate notice of the issuance of an expulsion recommendation and notice of the hearing, including information regarding reasonable accommodations and language support, special rules and procedures for incidents involving sexual assault and/or battery, presentation and cross-examination of witnesses and other evidence, representation by counsel or other advocate, and other due process protections and rights.
- The Petition does not address how and when the decision-making authority will hear and decide the outcome of an expulsion recommendation, including the provision of a meaningful opportunity to be heard, reasonable timeline, reasonable accommodations and language support.
- The Petition is not clear regarding 10 days suspension law for students with IEPs.

**C. Proposed Charter School is Demonstrably Unlikely to Serve the Interests of the Entire Community in which the School is Proposing to Locate**

Pursuant to Education Code section 47605(c)(7), the LAUSD Board may adopt findings of fact that, “[t]he charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.” Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:

- The extent to which the proposed charter school would substantially undermine existing services, academic offerings or programmatic offerings; and
- Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.

Staff analyzed whether Proposed Charter School is demonstrably likely or unlikely to serve the interests of the entire community in which it proposes to locate. Staff’s analysis includes consideration of the fiscal impact of Proposed Charter School. Staff analyzed specific facts and circumstances and considered the factors identified above.

Based on Staff’s analysis of the Petition and the Petitioner’s Community Impact Assessment, consistent with how best to meet the educational needs of all students, the below findings demonstrate that Proposed Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

Staff examines the reasonableness and comprehensiveness of the Petitioner's Community Impact Assessment. Moreover, Staff also analyzes the impact of the proposed new charter school to existing District schools, and to the extent practicable, existing charter schools, in the proposed community. This may include but is not limited to impacts of birth rates, number of school-aged students, and migration in the community of interest, as data are available. In addition, Staff analyzes the impact of the charter school to existing District schools' proposed programs that are in the planning stages or will commence the same academic year as the petitioning charter school.

### **1. Proposed Charter School Undermines/Impacts Existing Services, Academic Offerings or Programmatic Offerings by the District**

As outlined below, Proposed Charter School would substantially undermine/impact existing services, academic offerings, or programmatic offerings in the proposed targeted community.

#### **b. Fiscal Impact on the District Schools and Charter Schools in the Proposed Community**

Proposed Charter School must be analyzed in terms of whether it has a fiscal impact to existing District schools in the proposed target community. Staff's evaluation of the fiscal impact of the Petition includes, but is not limited to, the following factors:

- (1) Analysis of estimated total revenue losses for existing District schools; and
- (2) Review of estimated impacts to staff positions for the District's services and programs (e.g., norm-based, custodial positions, teachers, and other school staff) that support the District's schools in the proposed community (e.g., use of the Electronic School Enrollment Forecast Process (E-CAST) information or the Norm Day enrollment information, whichever is the most current).

If the Petitioner submits an application for a new charter school in which there is deemed a substantive fiscal impact to existing District schools in the proposed community, this factor may constitute a fact and circumstance in support of a finding leading to the denial recommendation of the petition.

Staff's fiscal impact analysis is calculated based on multiple sourced assumptions<sup>5</sup> to provide a projection of Proposed Charter School's potential fiscal impact, collectively, to existing District and charter schools in the proposed target community.

<sup>5</sup> Staff's assumptions and analysis utilized in the Fiscal Impact section are primarily based on the following sources: (1) Percentage of students that attend District schools (approximately 63%) and charter schools (approximately 37%) in the proposed community; (2) Average enrollment realization ratio (as a percentage of the aggregate Norm Enrollment over the aggregate petition enrollment rollout) for the charter schools in the proposed community in the most three recent years, which is approximately 87% from Fiscal Years 2022-2023 through 2024-2025. Please see attached Future is Now Career Technical Education Preparatory Schools within the Community List with Enrollment Data; (3) Per Pupil Revenue Rate, which is \$24,349 in the 2024-2025 academic school year based on LAUSD's "Preliminary Budget 2024-25" ([Link](#)); and (4) District school attendance rate of approximately 89% representing the 3-year cumulative average ADA from 2021-2022 through 2023-2024 based on LAUSD's "Preliminary Budget 2024-25" ([Link](#)).

Based on the Petitioners' projected enrollment—125 students in Fiscal Year 2025-2026, increasing to 525 students by the end of the proposed charter term (i.e., Fiscal Year 2029-2030)—the estimated total revenue loss for the District's schools could be \$1,489,712 in Fiscal Year 2025-2026, increasing to \$6,256,792 in Fiscal Year 2029-2030 and amounting to \$21,153,915 over the period of the proposed charter term. Additionally, the aggregate fiscal impact on the District and charter schools in the proposed community could be \$33,577,642 over the period of the proposed charter term. Because District revenue is associated with average daily attendance (ADA) rather than enrollment (See 5 C.C.R. § 402), the estimated District revenue loss is not directly proportionally associated with the number of students who would attend the charter school. Additionally, as a result of lower enrollment to the District schools, any loss of revenue may be offset by possible reductions in expenditures for the District's services and programs.

Further, and using the same assumptions and the most current District Norms tables (staffing ratios by grade spans), it is also projected that correlative District staff impacts will result based on the Petitioners' projected enrollment. For example, the projected staff impact, collectively, for the District schools within the proposed target community could be two (2) teachers for Fiscal Year 2025-2026 and eight (8) teachers by Fiscal Year 2029-2030.

Based on the above analysis, the Petitioners' new petition application, if approved by the LAUSD Board, could substantively impact (fiscally) existing District schools in the proposed target community.

## **2. Proposed Charter School Duplicates Programs Currently Offered in the District**

The Petitioner is required to assess the duplication of existing programs currently offered by existing schools in LAUSD, as a whole. Such assessment must consider how the Charter School's proposed program would duplicate the current program offerings of existing schools. The enrollment trend analysis would inform the extent to which existing District programs (and charter schools) have sufficient capacity to serve the students in the community where Proposed Charter School proposes to locate.

As part of the analysis to determine if the proposed Charter School is demonstrably likely to successfully serve the interests of the entire community in which the school is proposing to locate, Staff reviewed the programs in the community for duplication. The Petitioners asserted in its Community Impact Assessment that the following programs are not duplicative in the proposed community:

- Schools working in partnership with a trade union and dedicate to the development of both career readiness and university preparation
- Career Technical Education pathways aligned with an electrician union
- FINS-LA Personalized Learning Plan Template

The District assessed the 21 District schools that serve a similar grade level and are located in the proposed community. The majority of the District schools within the community offer varying CTE courses. These schools offer a variety of CTE pathways, including, but not limited to Arts, Media, and Entertainment Design; Engineering and Architecture; Building and Construction Trades; Transportation-System Diagnostic and Service; Information and Communication Technologies; Health Science and Medical Technology; Public Services-Public Safety; Business

and Finance; and Entrepreneurship/Self Employment. Thus, a duplication of programs exist in the proposed community. (See Exhibit 9, LAUSD List of CTE Schools.)

While Petitioners identified a partnership with IBEW as a way to offer Electric courses in its educational program, Petitioners did not provide current information regarding the nature and scope of this partnership with IBEW in support of an independent charter school; therefore, Staff is unable to assess how this partnership supports FIN Prep's educational program and thereby determine whether it is duplicative or not.

Moreover, the District currently operates a high school (Early College Academy) on the campus of Los Angeles Trade-Technical College. Per District's Strategic Enrollment and Planning Office, "Early College Academy was designed in partnership with Los Angeles Trade Tech College as a college preparatory focused program for students in the surrounding community to graduate with both a high school diploma and concurrently take courses towards an AA degree, transfer to a four-year university, or obtain a skills certificate." Early College Academy students and any student from any high school can fill out a Los Angeles Community College District Supplemental Application for Admissions of Students in Grades K-12 and take courses at LA Trade Tech College in the following:

- Degree-Applicable/Advanced Scholastics: courses applicable towards a two-year or four-year degree or course beyond the scope of a high school's program.
- Vocational Training: any course in any vocational field (e.g., Architecture, Automotive, Cosmetology, Electrical, etc.)
- Noncredit Courses: open entry/exit courses that do not carry any college unit credit intended for personal enrichment.

Petitioners submitted a sample template to track student progress as evidence of a nonduplicative instructional program. (See Exhibit 10, FINS-LA Personalized Learning Plan Template.)

However, tracking student progress using an organizing template is used by most, if not all, high schools within the community to track student graduation and A-G progress.

Based on the Petitioners' Community Impact Assessment and Staff analysis, there is duplication of existing programs, and the existing programs have sufficient capacity for the students proposed to be served by the Petitioners. Please see Staff's enrollment trend analysis below.

### **3. Enrollment Trends of the Existing District and Charter Schools in the Proposed Community**

Pursuant to District policy, Staff considered the enrollment trends of the existing District schools and charter schools in the proposed targeted community, including whether District and charter schools in the community are at, under, or over their enrollment target or capacity.

Staff's review of the 2024-2025 Norm Enrollment data provided by the Office of Master Planning and Demographic (MPD) and the District Attendance and Enrollment Unit reveals that 28 of the 37 existing District and charter schools within the proposed community where the Petitioners propose to locate were under-enrolled in comparison to their current capacity or projected enrollment. Moreover, the 2024-2025 enrollment data show that the majority of schools within the proposed community were under-enrolled by an average of 187 students; 26 schools under-



enrolled by approximately 35 students or more represent 93% of the under-enrolled schools.<sup>6</sup> Enrollment data from Fiscal Years 2022-2023 and 2023-2024 indicate similar under-enrollment trends in the proposed community. Specifically, the enrollment data reflects that a majority of the schools within the community were under-enrolled for both school years. The schools that were under-enrolled by approximately 35 students or more represented 90% of the under-enrolled schools for both Fiscal Years 2022-2023 and 2023-2024.

Based on the data referenced above, the majority of schools within the community are under-enrolled at a level equal to or greater than the number that could impact programmatic offerings (i.e., staffing a class), which indicates prevalent under-enrollment. (See Exhibit 11, Future is Now Career Technical Education Preparatory Schools within the Community List with Enrollment Data.)

#### **4. Lack of Evidence of Community Engagement**

Petitioners must provide documented evidence of transparent, inclusive, and active community engagement activities with parents in the community, existing public schools, neighborhood councils, community-based organizations, and elected representatives within the targeted community in which the proposed new charter school seeks to locate.

Based on Staff's analysis of the evidence provided as proof of community engagement, there is no/limited evidence of FIN Prep engaging the following stakeholders (See Exhibit 7, FIN Prep CIA):

- Parents in the community
- Existing public schools (LAUSD and Charter)
- Neighborhood councils
- Community-based organizations
- Elected representatives
- Region and Community of Schools leadership
- LAUSD Board of Education member(s)

In addition, the Petitioners provides limited evidence of using various communication media to reach diverse constituencies and provide no recent record of outreach efforts and audiences reached (e.g., multilingual notices, materials, meeting agendas, sign-in sheets, etc.) for a new start-up independent charter school. The Petitioners submitted a Community Impact Assessment template for a New Affiliated Charter, documents submitted are from 2023, with the majority stating their support of an affiliated charter school. Moreover, the Petitioners did not provide a summary of the responses received from stakeholders. The sources of evidence provided to demonstrate community engagement are:

<sup>6</sup> As a way to assess the materiality of the under-enrollment, Staff reviews the extent to which the latest Norm Enrollment data reflects a majority of the existing schools are under-enrolled compared to their capacity at a level equal to or greater than the number required to staff a class according to applicable District Norms tables (in this case, 34.83:1 in District senior high schools ([Link to District Senior High Schools Staffing Ratios for Fiscal Year 2024-25](#))). If a majority of schools fall within this category, Staff deems there to be prevalent under-enrollment in the community. Among other considerations, this analysis may help determine if a proposed new charter school or a material revision request has a substantially undermining impact to the existing District and charter schools.

- A one-page flyer in English
- A slide deck in English
- Three letters of support from 2023 (two indicate support for an affiliated charter school)

### **5. Proposed Charter School Presents a Limited Facilities Plan**

The Petitioners provided the District with a letter where Los Angeles Trade Technical College (LATTC) expressed an interest in sharing a campus with Proposed Charter School. (See Exhibit 12, LATTC Letter, dated April 19, 2023.) Aside from the LATTC letter, Proposed Charter School has provided no further information about potential use of this proposed shared site. The Petition also indicates that Petitioners are “working with experienced realtors, developers, and financiers to identify and secure an alternative facility to start while waiting for options from the school district.” (See Exhibit 1, FIN Prep Petition.) The Petitioners provided no additional information concerning this proposed alternative site. As such, the District cannot assess whether Petitioners’ facilities plan serves the interests of the entire community.

## **IV. CONCLUSION**

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (c), requires the Board to make “written factual findings, specific to the particular petition, setting forth specific facts to support one or more” grounds for denying the Petition. The recommendation for denial is based on Staff findings that: (1) Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Petition; (2) the Petition does not contain reasonably comprehensive descriptions of all of the fifteen elements; and (3) Proposed Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

Should the Board decide to deny the Petition, Staff recommends that the Board adopt these Findings of Fact as its own. Staff requests that pursuant to the above grounds for denial, the Board adopt these Findings of Fact in accordance with the statutory grounds for denial and deny the Petition for the establishment of Proposed Charter School.

Exhibits available for perusal at the following link:

[https://drive.google.com/drive/folders/10x\\_ux0f\\_01ZvxW3HfP--NM2w8EMLuXQ?usp=drive\\_link](https://drive.google.com/drive/folders/10x_ux0f_01ZvxW3HfP--NM2w8EMLuXQ?usp=drive_link)

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

**Instructions for Completing this Community Impact Assessment Template for New (Start-Up and Conversion) Affiliated Charter Schools**

Per the LAUSD Policy and Procedures for Charter Schools, “To assist in the determination whether the proposed new charter school is demonstrably likely or unlikely to serve the interests of the entire community in which the school proposes to locate, the petitioner must submit a Community Impact Assessment as part of its charter petition application. The Community Impact Assessment will be based on an analysis of publicly available information and data (e.g., LAUSD OpenData, LAUSD Unified Enrollment program data, official data from the California Department of Education’s website, etc.) and on evidence of community engagement and outreach. Petitioners shall clearly cite and provide sources for all data and information used to inform assertions in their Community Impact Assessment.”

**Please review the instructions and template carefully to complete the Community Impact Assessment (as part of the New Affiliated Petition application for consideration by the LAUSD Board of Education).**

As part of the petitioner’s digital submission of the new affiliated charter school petition application, please create a folder titled “TAB 6- Community Impact Assessment” for start-up affiliated schools or “TAB 11 - Community Impact Assessment” for conversion affiliated schools and include this completed template the folder. Within this folder, create separate subfolders to store evidence corresponding to each section of the Community Impact Assessment and title each subfolder accordingly (e.g., “Section 1 Evidence”, “Section 2 Evidence”, etc.). Please ensure that all pieces of evidence included in each subfolder are clearly labeled with a unique file name.

In all sections below, there are spaces to include a narrative response to a question, as well as a separate area to list all evidence supporting the assertions in the narrative response.

In the **Evidence** table for each section below, list each source of evidence on a separate row with a corresponding number in the “Citation” column. Each row should include the following:

- **File Name:** The name of the file as it appears in the evidence folder on the flash drive
- **Description of Evidence:** A brief description of the evidence.

\*Please note that some sources of evidence (e.g., CA School Dashboard data) may be updated by a third party. For this reason, a link to a time-stamped copy of the data (e.g., print out, screen shot, etc.) is preferable to a URL address of the original source.

Within the Narrative response(s) of each section below, please clearly cite the specific evidence supporting each statement asserted by the petitioner using the number(s) from the “Citation” column in the Evidence table. If a statement is supported by more than one piece of evidence listed in the Evidence table, include all citation numbers, separated by commas. If a piece of

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evidence supports statement in multiple sections, please list the evidence in only one section's Evidence table and refer to that citation number in each Narrative response as appropriate.

For example:

[Statement asserted by the petitioner] (1.2). [Statement asserted by the petitioner] (1.1, 2.6, and 5.3).

Types of evidence that may be provided as part of the Community Impact Assessment include, but are not limited to, emails and other correspondence, CA Dashboard reports, demographic data, maps, multilingual notices/flyers, presentation materials, meeting agendas, sign-in sheets, survey results, etc.

If there are more than 10 pieces of evidence for a particular section, please insert additional rows in the Evidence table for that section and number the citation item(s) accordingly (e.g., 1.11, 1.12, 1.13, etc.).

Please note that “**community**” and “**identified geographical area**” are defined as follows in the LAUSD Policy and Procedures for Charter Schools:

“For purposes of this Policy and Procedures, a ‘community’ includes families and individuals who reside, work, and/or serve in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the proposed new charter school. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school. Thus, petitioners will consider the existing District and charter schools operating within the Community of Schools and three-mile radius.”

Please ensure that the terms used in the narrative response sections below are consistent with the definitions above and other applicable sections of the LAUSD Policy and Procedures for Charter Schools.

Note: This document is subject to change.

For additional reference, please review the LAUSD Policy and Procedures for Charter Schools.

Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools

## COMMUNITY IMPACT ASSESSMENT TEMPLATE

| GENERAL INFORMATION   |   |
|---|---|
| Name of Proposed Charter School<br><small>(Include current name if submitting as a conversion affiliated charter school.)</small>   | FIN CTE PREP                                  |
| Proposed location (street address, city, and zip code)  | 400 W. Washington Blvd. Los Angeles, CA 90015 |
| LAUSD Community of Schools  | South Los Angeles                             |
| LAUSD Board District  | 1   |
| LAUSD Local District  | West/East/Central                             |
| Grade Levels Requested  | 9-12  |
| Enrollment Capacity by the last year of the term (as reflected in the petition)<br><br><small>(Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)</small> | 525   |

|   |
|---|
| <p>SECTION 1:</p> <p>IDENTIFICATION of the COMMUNITY for the PROPOSED CHARTER SCHOOL</p>  |
| <p><b>NARRATIVE</b></p>   |
| <p>a. In the space below, identify and describe the community in which the proposed charter school will be located. (Ensure that the identified geographical area in this description is consistent with all other location-related provisions in the petition).</p>  |
| <p><b>FIN CTE Prep is a neighborhood charter school located at 400 West Washington Blvd. Los Angeles, CA 90015 that is designed to serve resilient youth in grades 9-12 whose significant needs have not been met in the community through CTE programming.</b> According to the California Department of Education’s website, the school is located in an area where the majority of the student population is classified as socioeconomically disadvantaged, with 90% of students identified as belonging to a racial or ethnic minority group. Furthermore, 18% of students in the area were identified as English Learners (EL) in the 2022-23 school</p> |

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year. The school is also located in an area where there are a high number of homeless and foster youth. According to LAUSD OpenData and LA School Report, as of the 2023-24 school year, there were over 6,000 homeless students and just over 3,000 students currently in foster care enrolled in grades K-12 public schools across LAUSD. In addition, in 2023-24 chronic absenteeism was reported at over 31%. In addition, there is a challenge with the 'disconnected youth' ages 16-24 who are not in school and not working. According to a [New Ways to Work report](#) (1.1.a) in Los Angeles there are over 44,000 16-19 year olds in 2021 disconnected. FIN CTE Prep's educational design is centered on Career Technical Education (CTE), which ensures that our students are equipped with the necessary skills and knowledge to succeed in today's rapidly changing job market. Our program is designed to address the significant challenges facing disadvantaged youth in the area, particularly those who are homeless, in foster care, or identified as at-risk for academic failure. We aim to provide a learning environment that is safe, supportive, and promotes the social and emotional development of our students, while also preparing them to be "Ready for the World".

We recognize that there already exists 38 different educational high school options for the youth in this community. Of these four offer specific programs aligned to different careers such as in the visual and performing arts, pre-medicine and business/tourism. FIN CTE Prep offers a program that will serve students interested in pursuing a career pathway as an electrician and/or engineering coupled with a dual enrollment program in partnership with LA Trade Tech. With our CTE focus we are committed to building additional pathways where students have interest and there is a viable AI proof future career trajectory.

FIN CTE Prep is committed to providing an education that serves all pupils, with a special emphasis on expanding learning opportunities for pupils who are identified as academically low achieving, including hard-to-serve youth such as justice-involved and stop-out youth. To achieve this goal, the school will:

- Increase learning opportunities for all pupils: FIN CTE Prep believes that every student deserves access to high-quality educational opportunities. To this end, we provide a learning environment that is inclusive, equitable, and culturally responsive, where all students feel supported and valued.
- Encourage the use of different and innovative teaching methods: Our teachers are encouraged to use innovative and engaging teaching methods to help students learn and thrive. We believe that a diverse set of teaching methods helps to ensure that all students have access to the knowledge and skills they need to succeed.
- Create new professional opportunities for teachers: FIN CTE Prep believes in investing in our teachers. We offer ongoing professional development opportunities and support, which allows our teachers to expand their skill sets and become leaders in their field. By empowering our teachers, we can provide our students with the highest quality education possible.

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- Provide parents and pupils with expanded choices in educational opportunities: FIN CTE Prep recognizes that families have diverse educational needs and preferences. To ensure that families have access to the educational opportunities that meet their needs, we offer expanded choices in the types of educational opportunities that are available within the public school system including intervention support, dual enrollment and career readiness programs.
  
- Hold schools accountable for meeting measurable pupil outcomes: At FIN CTE Prep, we believe in holding ourselves accountable for meeting measurable pupil outcomes. We use a performance-based accountability system to track our progress and ensure that we are meeting the needs of our students.
  
- Provide vigorous competition within the public school system: FIN CTE Prep believes that competition within the public school system can stimulate continual improvements in all public schools. By continuously striving to improve and innovate, we can ensure that we are providing our students with the best education possible.

FIN CTE Prep recognizes that many foster and homeless youth face significant barriers and inadequate resources to positively navigate academics, life, and transition to adulthood. According to the 2021-2022 data from LAUSD, there were over 51,000 homeless students and over 7,000 foster youth enrolled in grades K-12 public schools across the district (1.2). The consequences of homelessness are immense and have a detrimental impact on children's safety, health and wellness, long-term development, and readiness for school (1.2). Homeless students can lack transportation, school supplies, clothing, etc. According to a report by the Institute for Children, Poverty, and Homelessness and School House Connection homeless students are 4 times more likely to drop out of school and 8 to 9 times more likely to repeat grades (1.4). In response to these challenges, FIN CTE Prep is committed to creating career technical pathways to help students generate income to discontinue homelessness. Providing homeless students with their educational interest of choice and life skills tools will help them outperform in multiple settings; rather that is the workforce or college pathway. There is an incredible urgency to support homeless youth with their educational interest because California is ranked first in homeless according to the National Alliance for Homelessness (1.3). According to the California Department of Education, over 171,714 of youth in California are homeless, and research has shown that they are four times as likely to be suspended or absent, have a lower graduation rate, and far less prepared for UC/CSU than non-homeless peers (1.3). By offering a rigorous, standards-based instructional program that integrates CTE, FIN CTE Prep aims to increase learning opportunities for all pupils, including those who are identified as academically low achieving, and provide them with new and innovative teaching methods. Our program is designed to create new professional opportunities for teachers and provide parents and pupils with expanded choices in the types of educational opportunities available within the public school system. Additionally, FIN CTE Prep is held accountable for meeting measurable pupil

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outcomes and strives to provide vigorous competition within the public school system to stimulate continual improvements in all public schools (1.1).

Using the latest U.S. Census data, the community of 400 West Washington Blvd. Los Angeles, CA 90015 consists of approximately 27,324 residents. The majority of the population is Hispanic/Latino, accounting for 47% of residents. The next largest racial/ethnic group is Black/African American, comprising 10% of the population. The community also includes smaller populations of Asian (19%), White (20%), and other racial/ethnic groups (0.5%). The median household income in the community is \$61,959, and the poverty rate is high at 25.5%. Approximately 46% of residents have earned a bachelor's degree or higher. Within the 3-mile radius, there are 38 schools serving students in the same grade levels as FIN CTE Prep.

In the 2022-2023 school year, these schools served over 20,000 students in grades 9-12. The schools in the area are classified as Title 1 schools, with a majority of Latinx pupils, and a high percentage of English Learner (EL) pupils, Special Education (SpEd) pupils, and foster youth. Many students in the area face significant barriers to educational success, and there is a critical need for schools that can provide additional resources and support to help these students succeed.

FIN CTE Prep is committed to addressing the opportunity gaps that disproportionately impact Black, Latinx, foster, unhoused, LGBTQIA+, and immigrant students in the community within 90015 and beyond. According to LAUSD Open Data, in the 20223-2024 academic year, Black and Latinx students had a significantly lower percentage of students meeting or exceeding standards in English Language Arts and Math compared to their Asian and White counterparts (1.2). Additionally, data from the LAUSD Unified Enrollment program shows that foster and unhoused students face significant barriers to academic success, including higher rates of absenteeism and lower graduation rates (1.3). In order to address these disparities, FIN CTE Prep will provide a rigorous, standards-based instructional program that emphasizes career technical education and innovative teaching methods. The school's curriculum will also be culturally responsive and inclusive, providing all students with an educational experience that is relevant to their lives and experiences. FIN CTE Prep will design individual learning plans for each student and offer opportunities to accelerate their learning and bridge their deficits with courses that provide intensive language development and mathematical skill development. FIN CTE Prep will prioritize the whole-child well-being of its students by providing a safe, supportive learning environment that promotes social and emotional development. Additionally, the school will provide extracurricular activities and community involvement opportunities to ensure that students have a well-rounded educational experience. By addressing these opportunity gaps, FIN CTE Prep aims to empower all students to achieve their full potential and succeed in all aspects of their lives.

b. In the space below, identify all public schools (District and charter) operating (currently providing public education to students) in the identified geographical area that serve any of the



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same grade levels to be served by the proposed new charter school. Include every school (District and charter) in the community – confer with the District (Charter Schools Division) regarding list of schools.

1. Academic Leadership Community; 2. Alliance Dr. Olga Mohan HS; 3.Alliance GRM Academy High;4..Alliance Neuwirth Ldrshp Acad; 5..Alliance Tajima High; 6. Ambassador School of Global Leadership; 7. Angelou Community High School; 8. Animo Jackie Robinson; 9.Animo Ralph Bunche High; 10. Annenberg High; 11.Belmont High; 12.Contreras School of Bus & Tourism; 13.Cortines School of VPA; 14.Early College Acad; 15.Ednovate - Brio Col Prep; 16. Ednovate - USC Hybrid Col Prep; 17. Foshay Learning Ctr; 18. Jefferson High; 19.LA Acad of Arts and Enterprise; 20. LA Global Studies - Contreras; 21. LA High for the Arts; 21. Larchmont Chrtr; 23.Manual Arts High; 24. Math and Sci College Prep; 25. Matrix for Success Acad; 26.Mendez High; 27.Nava College Prep Acad; 28. New Designs Chrtr; 29.New Open World Acad; 30.Roybal Lrng Ctr; 31.Santee Ed Cmplx; 32. School for Soc Just - Contreras; 33.School for the Visual Arts & Humanities; 34.Synergy Quantum Acad; 35.UCLA Community School; 36. University Prep Value High; 37.West Adams Prep High; 38. Orthopaedic Hospital

**EVIDENCE TABLE**

(add additional rows as needed)

| Citation | File Name                                    | Link (optional)   | Description of Evidence  |
|----------|--|---|--|
| 1.1a     | Los Angeles Disconnected Youth Report        | <a href="https://drive.google.com/file/d/128vpGKce-raZ9VVnZTg_kvLt7pMpZWog/view?usp=sharing">https://drive.google.com/file/d/128vpGKce-raZ9VVnZTg_kvLt7pMpZWog/view?usp=sharing</a> | This report provides excellent content to help explain the challenges youth face today. It will be used as part of our professional development series with our staff because this concept of disconnected youth is impacting many more youth today than ever. |
| 1.1      | 2024 LAUSD Local Control Accountability Plan | <a href="#">1.1 2024 LAUSD Local Control Accountability Plan-Executive Summary-English.pdf</a>  | This executive summary helps to synthesize the district focus and allow for alignment between our goals and the district goals.  |
| 1.2      | LAUSD Open Data                              | <a href="#">1.2 Los Angeles Unified Summary California School Dashboard (CA Dept of Education).pdf</a>  | This tool is amazing to help distill down the data around the student population.  |

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|     |   |   |  |
|-----|---|---|--|
| 1.3 | LAUSD Open Data Specific                                      | <a href="#">1.3 LAUSD Open Data Dashboard.pdf</a>   | This report is a summary of foster youth achievement.  |
| 1.4 | Fact Sheet - The Education of Youth Experiencing Homelessness | <a href="https://drive.google.com/file/d/1ek81sBPbd7HfNanXsqvA-rDtaFStMBt1/view?usp=sharing">https://drive.google.com/file/d/1ek81sBPbd7HfNanXsqvA-rDtaFStMBt1/view?usp=sharing</a> | This document helps highlight the current (March 2024) trends and provides specific challenges and needs for the homeless youth population. This too will be part of our PD for the staff. |

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## SECTION 2:

### FACILITIES PLAN

#### NARRATIVE

In the space below, describe the facilities plan for the proposed charter school including, but not limited to, the steps the petitioner has taken to research facilities within the proposed community, how the facilities plan serves the interests of the entire community, and which facilities, in the proposed community, the petitioner is exploring to use. Please explain how the petitioner's facilities plan complies with District facilities requirements and the Facilities section of LAUSD Policy and Procedures for Charter Schools (page 71).

FIN CTE Prep will employ a "slow growth" model to scale up to capacity with care and intention as we learn and grow. We are starting 2025-26 with up to 125 students in grade 9 and expand each year by one grade level. Pending facilities availability and funding, we ultimately plan to serve 525 students at full capacity in grades 9-12. FIN CTE Prep's facilities plan is to co-locate on an LAUSD campus where there is space and compatibility. In the first year, we would utilize eight classrooms and shared spaces.

FIN CTE Prep has reached out to Chancellor Dr. Francisco Rodriguez and received a letter of support for our collaboration and discussion of facilities. We also talked with Albert Grazioli, Director of Facilities Real Estate & Asset Development, to discuss available spaces in 90015 and initial needs of the school. We will continue to make contact with key LAUSD stakeholders regarding facilities and location. [2.1]

FIN CTE Prep is researching private facilities until such time as district space becomes available or purchasing space is feasible. FIN CTE Prep is working with experienced realtors, developers, and financiers to identify and secure a facility. FIN CTE Prep will ensure that its facilities will meet all applicable building codes, is compliant with the Americans with Disabilities Act, and all other applicable fire, health, building, and structural safety requirements.

As part of our community assessment and outreach to community stakeholders, FIN CTE Prep has made it a priority to seek out partnerships with institutions that can provide programmatic support for the unique needs of our target student population. Our partnership with LA Trade Tech for facilities and programmatic support includes a dual enrollment model with a focus on CTE career pathways, which will empower graduates from our population of homeless, foster, and resilience youth, as well as LGBTQIA+ students, to be "Ready for the World." This partnership demonstrates a commitment to meeting the needs of our students through collaboration with community stakeholders. We are grateful for LA Trade Tech's support and

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look forward to further developing this partnership to provide our students with the resources and opportunities they need to succeed.

Desired components of facilities include, but are not limited to, a recreational/gym space, multi-purpose room, spacious classrooms, office space for the administrators and teachers and if in concert with LAUSD a fair and collaborative use of LAUSD facilities. FIN CTE Prep anticipates these proposed facilities will meet the needs of the school for the duration of that term, FIN CTE Prep shall comply with EC § 47605.6(a)(3) in the event it proposes any additional locations in the future. [2.2]

We are forming partnerships with IBEW Local 11, Building and Construction Trades, nursing, and emergency management to develop a robust Career Technical Education (CTE) program. Renewable energy is the fastest growing sector, expanding by 42% between 2010 and 2020 (Center for Climate and Energy Solutions). The Green technology industry continues to grow with new demands for highly skilled workers according to the [World Economic Forum](#).

Close proximity to the LAUSD San Julian Bus Yard and Metro terminals and rail yards will facilitate implementing our first CTE collaboration with industry and LAUSD to train students on converting diesel buses to electric. The benefit of this collaboration prepares students for jobs in the fastest growing sector -- renewable energy and benefits the local environment by reducing tailpipe emissions and air pollution. The newly proposed Los Angeles Department of Transportation (LADOT) Electric Bus Maintenance Facility highlights the demand to prepare the workforce to convert and maintain electric commercial vehicles.

FIN CTE Prep is committed to ensuring that its facilities plan adheres to the program accessibility requirements of federal law, including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. To ensure compliance, the school will work with local building enforcement agencies to obtain and maintain appropriate certificate(s) of occupancy for charter school facilities. LAUSD will work collaboratively with local building enforcement agencies to ensure that the certificates of occupancy issued for FIN CTE Prep meet all applicable building and safety and health codes, including but not limited to, the accessibility requirements of the law. In addition, FIN CTE Prep will comply with the geographic location, site limitations, and related requirements set forth in the Charter Schools Act, including Education Code sections 47605.1, 47602, and 47605. By following these guidelines, FIN CTE Prep will ensure that its facilities are safe and accessible to all students and staff.

FIN CTE Prep aims to identify sites within LAUSD that align with our core educational goals and philosophy. Our goal is to identify job opportunities that are in immediate demand and can be developed into educational programs for grades 9-12. This will enable our graduates to be well-prepared for post-secondary education and successful careers.

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| <b>EVIDENCE TABLE</b> |                            |   |   |
|-----------------------|----------------------------|---|---|
| <b>Citation</b>       | <b>File Name</b>           | <b>Link (optional)</b>                                | <b>Description of Evidence</b>  |
| 2.1                   |                            |   | Letter to Albert Grazioli, Director of Facilities Real Estate & Asset Development             |
| 2.2                   | CA Ed Code <b>47605.6.</b> | <a href="#">2.2 California Code, EDC 47605.6_.pdf</a> | This is a direct reference to the CA Ed Code explaining the requirements for charter schools. |
| 2.3                   | Letter with LA Trade Tech  | <a href="#">2.3 LATTC Future is Now Schools.pdf</a>   | Partnership MOU with LA Trade Tech  |
| 2.4                   |                            |   |   |

### SECTION 3:

#### EVIDENCE of COMMUNITY ENGAGEMENT

##### NARRATIVE

a. In the space below, describe and provide documented evidence of transparent, inclusive, and active community engagement activities within the target community (i.e. the community, as defined in the LAUSD Policy and Procedures for Charter Schools, that the petitioner proposes to serve) in which the proposed new charter school seeks to locate. The petitioner shall include all, but are not limited to, the below stakeholder groups in its community engagement efforts. Please describe and provide evidence of community engagement with at minimum, each of the following stakeholder groups:

- ☐ Parents in the community
- ☐ Existing public schools (include every school (District and charter) in the community – confer with the District (CSD) regarding list of schools)
- ☐ Neighborhood councils
- ☐ Community-based organizations
- ☐ Elected representatives
- ☐ Local District and Community of Schools leadership
- ☐ LAUSD Board of Education member(s)

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Working with Homeboy Industries and Father Greg Boyle we have learned that his specific program does not have the kind of training we are committed to offering our students. He and his organization are excited by our presence and have showed a desire to partner with us. We have also received the support from Centinela Youth Services organization stating that this is the educational model much needed in the community. [3.3]

We are in initial conversation with the Lucas Museum of Narrative Art set to open in 2026 as well to bridge the local community to their resource. The education team who have just formed will be meeting with us in December, 2025 to discuss a partnership and avail our students to special programs.

In addition, we have spoken to IBEW families about their school options for their children. Many of these families shared that on the one hand they appreciate the college ready model for their children but share a concern that specific skills are not being learned. There have been several instances where their children graduated from the local schools and went off to university and after a year or two dropped out of university. When this has happened the students often fall into the family business work to pay bills and often do not have great love for what they do. In talking with a few of these cases they reflect on their earlier education and wished that they had an opportunity to learn a practical skill or about a specific industry that would become a pipeline for their profession. In several of these cases the young people trialed several different types of industries to eventually come into becoming an electrician as a result of an IBEW outreach and learned that they love the work. In one case the young person shared that he appreciates the flexibility and high value earnings along with the fact that every day offers different challenges in different locations working with a wide range of people. Becoming an electrician for him was a game changer for him and his family. IBEW Local 11 has showed their support as well in this letter. [3.4]

From a previous charter submission, we also received a MOU from LAUSD for our charter- this was put on pause while the district was figuring out a CTE affiliate model. We have been in conversation and have received support from key board members including Jackie Goldberg. Also, former council member Jane Perry has been a staunch supporter of this project believing that offering a rigorous CTE program will greatly benefit the local community. State Senator Maria Elena Durazo and her office have also shared their excitement for this project. [3.5 and 3.5a]

Lastly, we have support from John Perez, UTLA Retired Committee President. In his letter of support, he describes the importance of having an affiliated, CTE charter school and encourages others to support FIN CTE Prep as a model moving forward. [3.6]

b. In the space below, describe how various communications media have been used to reach diverse constituencies and provide a record of outreach efforts and audiences reached. Please provide a record of outreach efforts and audiences reached (e.g. multilingual notices, materials, meeting agendas, sign-in sheets, survey results, etc.) in the Evidence Table below.

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We have created this flyer [3.1] to share with the public about our new school and more specifically share with educators signing our petition. We have not yet embarked on a full social media campaign as we do not want to offer an opportunity without having the full approvals in place. Future is Now does not want to be misleading.

Once we have the approval we will launch a full social media campaign to generate interest and host sign up gatherings in the local neighborhood greeting places such as The Mercado La Paloma, Grand Performances, Grand Hope Park, CA Science Center and IBEW local events.

c. In the space below, please provide a summary of the responses received from stakeholders. Include in the Evidence Table below, publicly disclosable information/documentation of the stakeholders' responses (to the extent possible) which will be shared with the LAUSD Board.

n/a

**EVIDENCE TABLE**

(add additional rows as needed)

| Citation | File Name            | Link (optional)   | Description of Evidence  |
|----------|----------------------|---|--|
| 3.1      | What is FIN CTE Prep | <a href="https://drive.google.com/file/d/1Be3ljZsY9JB5wqLV9xnz1I9FBTOQoRKm/view?usp=drive_link">https://drive.google.com/file/d/1Be3ljZsY9JB5wqLV9xnz1I9FBTOQoRKm/view?usp=drive_link</a> | CTE Flyer- was shared with teachers signing the petition and with anyone else curious about the project. |
| 3.2      | FIN Intro Slide Deck | <a href="https://drive.google.com/file/d/1-mu0iOhKxsFfi279pY">https://drive.google.com/file/d/1-mu0iOhKxsFfi279pY</a>   | FIN Intro Slide Deck was shared with school groups and others to show case the program.                  |

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|             |                              |   |  |
|-------------|------------------------------|---|--|
|             |                              | <a href="https://drive.google.com/file/d/1UubKU4Q2taDwu4ecWaEXpCZ9y0f3VW86/view?usp=sharing">nGmuWmi7LOf5Tq/v<br/>iew?usp=sharing</a>   |  |
| 3.3         | CYS Letter of Support        | <a href="https://drive.google.com/file/d/1UubKU4Q2taDwu4ecWaEXpCZ9y0f3VW86/view?usp=sharing">https://drive.google.com/file/d/1UubKU4Q2taDwu4ecWaEXpCZ9y0f3VW86/view?usp=sharing</a> | Letter of support from Centinela Youth Services for our new educational model  |
| 3.4         | IBEW Local 11 Support Letter | <a href="#">IBEW Local 11 Letter of Support.pdf</a>   | Letter of support from IBEW to work together to serve the local community.   |
| 3.5<br>3.5a | MOU- FIN Tech and LAUSD      | <a href="#">3.5 MOU - FIN 6-16-23.docx</a><br><a href="#">3.5a Fwd MOU for Signature.pdf</a>  | This was the document originally shared on the 17June23.<br>This was the email it was attached to.                           |
| 3.6         | email from John Perez        | <a href="#">3.6 Letter of support from John Perez, former UTLA President.pdf</a>  | This email captures the history behind UTLA's support of affiliated charters and shares the support for a CTE model as well. |

## SECTION 4:

### ASSESSMENT of DUPLICATION of PROGRAMS

#### NARRATIVE

a. In the space below, provide a list of the programmatic offerings provided by the public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the proposed charter school. Discuss the research conducted to identify these program offerings and cite all sources used for the information described herein.

Of the 38 schools, 17 are high schools, 16 charter schools, 4 span schools (community schools, charters), 2 continuation schools. Seven schools have specific specializations aligned to business and tourism, visual arts, pre-med, arts and enterprise and the arts. One school, Matrix for Success Academy specifically offers a flexible learning environment with different pathway options to earn a high school diploma.



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Themed-based learning centers within a three-mile radius of our proposed site are Early College Academy at Los Angeles Trade Tech, Orthopaedic Hospital Medical Magnet High School, and Abram Friedman Occupational Center, Contreras School of Business and Tourism (CSBT), LA Academy of Arts and Enterprise (LAAE), LA High for the Arts (LAHA) and Cortines School of Visual and Performing Arts (CSVPA). Orthopedic Medical Magnet's pathways are focused on public health and biomedical sciences. Abram Friedman primarily serves an adult population. Early College Academy is similar to the college ready model with dual enrollment opportunities at LA Trade Tech. CSBT is focused on developing students' business and travel business skills. LAAE is a charter school focused also on business development in entertainment and film making. LAHA is focused on developing the arts as is CSVPA.

To determine these foci, we researched each of the school websites and interviewed different stakeholders whom have either worked with or are working with these schools to confirm our findings. We recognize that not everything about a school is on a website. We know that of the theme based schools four of them are part of the Linked Learning programs and have dedicated career preparation as part of their course offer.

There are zero schools working in partnership with a trade union and dedicated to the development of both career readiness and university preparation.

Our goal is to reduce barriers to provide learners with opportunities to achieve educational and career success specifically by offering career technical education pathways initially aligned with the electrician union and will expand based on student interests.

b. In the rows below, provide brief descriptions of the program offerings of the proposed charter school. (Ensure that these descriptions are consistent with the description of the instructional program included in the petition).

**PROGRAM OFFERINGS**

(add additional rows as needed)

| Program Offering          | Description   |
|---------------------------|---|
| Student Centered Approach | Flexible, Personalized Learning Environment: A mastery-based curriculum with flexible scheduling allows for virtual and hybrid learning, helping students engage at their own pace. Credits are earned as students complete summative projects and exams. |

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|--|--|
|  | <ul style="list-style-type: none"> <li>- Culture of Empathy and Inclusion: Prioritizes relationship-building with students and families to create a supportive community, fostering respect and belonging.</li> <li>- Personal Learning Plans (PLDP): Tailored academic and social-emotional goals for each student, updated frequently to track progress.</li> </ul>  |
| Extended Learning and Support:                 | <ul style="list-style-type: none"> <li>- Individualized Attendance and Intervention Plans: Regular check-ins and tailored support for students struggling with attendance.</li> <li>-Enriching after school program to support students pursue and expand their interests while offering tutoring support</li> </ul>   |
| - Comprehensive Support Services:              | FIN CTE Prep provides <u>wrap-around services</u> to meet students' basic needs—food, mental health support, housing assistance, and transportation.   |
| - Career Technical Education (CTE) Preparatory | <p>- Career Technical Education (CTE) including job training, internships, dual enrollment with local community colleges with specific pathway and certification opportunities before graduation. In these pathways, students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, exploration, and skill preparation. The vision is to have a rigorous CTE program that prepares and equips students with industry certification based upon community needs and to provide students with skills to either begin high-skilled, high-wage earning careers or continue their post-secondary education.</p> <p>-CTE courses are organized into industry sectors beginning with renewable energy and public service. Courses within each program area are further aligned to their appropriate career cluster. Each program area section</p> |

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|   |  |
|---|--|
|   | <p>includes the following elements: (1) Program of Study Description; (2) Program Course Sequence; (3) Course Descriptions; and (4) Course Data Information.</p> <p>Our initial CTE focus will be on the feasibility and planning, with our IBEW partnership, on the conversion of fossil fuel school buses to EV and building out EV charging stations. We will follow the vision of the Federal Government's Infrastructure and Job Investment Inflation Act, as well as Governor Newsom's Climate Commitment Plan. High expectations, strong partnerships, and a safety trampoline rather than a safety net will launch students into internships, work and college/universities.</p> |
| <b>-CTE Courses are at the core of learning with real life projects</b> | <p>- Real-World Projects through IBEW Partnership: Partnering with the International Brotherhood of Electrical Workers (IBEW), students gain hands-on experience with real-world projects that impact their communities—such as converting fossil fuel school buses to electric and building EV charging stations—aligning with both career preparation and climate initiatives.</p>   |
| Inclusive, Culturally Responsive Environment:                           | <p>- Support for Diverse Student Needs: Culturally relevant curricula and resources for marginalized groups, including LGBTQIA+ youth, ensure all students see themselves reflected in their education.</p> <p>- Collaborative Partnerships: Partnerships with community organizations extend student support beyond school, providing resources such as mentorship, housing, and social services.</p>   |
| Emphasis on Holistic Development and College Readiness:                 | <p>: Workshops, counseling, and dual enrollment opportunities support long-term planning and readiness for post-secondary success.</p>   |

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|  |  |   |  |
|--|--|---|--|
|  | <p>From the dual enrollment experience and targeted workshops students will be equipped with navigating university life so they actually graduate and end the enroll/drop trend that plagues this community.</p> |   |  |
| <p>c. In the space below, discuss the extent to which the proposed instructional program presented in the petition would or would not duplicate the current program offerings by public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the proposed charter school, described in section 5a. above.</p>  |  |   |  |
| <p>With our CTE Prep focus we are deliberate to not replicate the prolific early college model that is on offer. Our program will meet the A-G requirements AND have dedicated time in the schedule to work on projects and job shadowing opportunities with IBEW and in the future other union groups.</p> <p>Each student will have an individual learning plan [4.1] that will guide their learner journey and inform our school with respects to which courses to offer and which to partner with other accredited organizations to use with the students. For example, LA Trade Tech has many dual enrollment courses on offer and for students who prefer online we can partner with Arizona State University Universal Learner Program or LATTC online.</p> <p>Students will maintain learning portfolios on Mastery Transcript Consortium (MTC). These portfolios will be aligned to our student learning outcomes and students will be expected to post evidence every term of their progress. Using MTC gives students will be able to use this portfolio to apply to college and job opportunities. In addition, MTC will support making the college connections.</p> |  |   |  |
| <b>EVIDENCE TABLE</b><br><small>(add additional rows as needed)</small>  |  |   |  |
| <b>Citation</b>  | <b>File Name</b>   | <b>Link (optional)</b>  | <b>Description of Evidence</b>                       |
| 4.1  | FINS-LA Personalized Learning Plan Template  | <a href="https://docs.google.com/spreadsheets/d/16pdqN3KvZKE_rdvTXn5l27yEUTMuOrftQZQS4pQ_WSs/edit?usp=sharing">https://docs.google.com/spreadsheets/d/16pdqN3KvZKE_rdvTXn5l27yEUTMuOrftQZQS4pQ_WSs/edit?usp=sharing</a> | This is a sample template to track student progress. |

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|  |
|--|
| <b>SECTION 5:</b><br><b>CONSIDERATION of ACADEMIC PERFORMANCE</b>  |
| <b>NARRATIVE</b>   |
| <p>In the space below, discuss the current academic performance levels of existing public schools (District and charter) within the target community which serve any of the same grade levels to be served by the proposed charter school.</p> <p>The petitioner may include consideration of how the current academic performance levels of such existing public schools are relevant factors for students and families exercising educational choice, and whether a new charter school is justified to meet the academic needs of students the charter school proposes to serve and to support increased student achievement in the target community.</p> <p>Using the data set [5.1] we did an analysis with the following findings:</p> <p>Analysis Summary</p> <p>1. Academic Performance:</p> <ul style="list-style-type: none"> <li>- Average ELA and Math scores are below zero, indicating a need for academic improvement across many schools. The majority of schools fall in the "Red" and "Yellow" performance categories, signaling potential struggles in meeting benchmarks.</li> <li>- The English Learner Progress Indicator (ELPI) has an average of 43.3%, with some schools reporting as low as 12.5%, which suggests that English learners may not be adequately supported.</li> </ul> <p>2. College and Career Readiness:</p> <ul style="list-style-type: none"> <li>- College/Career Indicator (CCI) averages at 47.3%, showing that less than half of students are deemed "prepared" for post-secondary pathways. This statistic reflects a need for increased college and career preparation options.</li> </ul> <p>3. Engagement and Conditions:</p> <ul style="list-style-type: none"> <li>- Schools show varied graduation rates, with an average rate of 87.6%, but some as low as 40.3%, which could indicate challenges in student engagement and retention.</li> <li>- Chronic absenteeism and suspension data highlight issues in school engagement and discipline, contributing to lower academic outcomes.</li> </ul> <p>4. Demographics:</p> <ul style="list-style-type: none"> <li>- Most schools serve a high percentage of socio-economically disadvantaged students (average of 92.9%) and English learners (average 22.5%), highlighting the importance of additional support for these groups.</li> </ul> |

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### Justification for a New Charter School

Given the data, a new charter school with a dual career technical and college preparatory focus could address several needs:

- Targeted Skill Development: Introducing real-world problem-solving and industry partnerships can better engage students and improve preparedness for diverse post-secondary options.
- Support for Underperforming Students: With many schools in lower academic performance categories, a new charter with innovative academic approaches could improve outcomes.
- Enhanced College and Career Pathways: The current low CCI scores indicate an opportunity for a school focused on both college and career pathways to support students' unique academic and career goals effectively.

This combination of hands-on career preparation and rigorous college readiness could offer a valuable alternative for families in the target community and beyond. In addition, this new charter will provide a blueprint for future schools to partner with local labor unions to create viable pathways that lead to future careers that are AI-proof and aligned.

### EVIDENCE TABLE

(add additional rows as needed)

| Citation | File Name                           | Link (optional)   | Description of Evidence                           |
|----------|-------------------------------------|---|---|
| 5.1      | FIN School Comparison 3 mile radius | <a href="#">5.1 FIN School List-3 mile radius 10-23-24.xlsx</a> | This is the data set we used to do this analysis. |

In the Current Measurements of School Wide Academic Performance in the Community table below, provide the most recent performance data, as indicated on the California School Dashboard, for all public schools (District and charter) serving any of the same grade levels to be served by the proposed charter school within the target community.

Each cell of the Current Measurements of School Wide Academic Performance in the Community table should include a **performance level** at the top of the cell, using either the five colors of the California School Dashboard (Blue, Green, Yellow, Orange, and Red) or, for the English Learner Progress indicator, the five progress levels (Very High, High, Medium, Low, and Very Low), and the corresponding quantitative value to indicate **status**, as shown below:

|                          | ELA<br>English Language<br>Arts | Math<br>Mathematics | ELPI<br>English Learner<br>Progress | CCI<br>College/Career | Chronic<br>Absenteeism | Graduation<br>Rate | Suspension<br>Rate        |
|--------------------------|---------------------------------|---------------------|-------------------------------------|-----------------------|------------------------|--------------------|---------------------------|
| <b>Performance Level</b> | COLOR                           | COLOR               | PROGRESS LEVEL                      | COLOR                 | COLOR                  | COLOR              | COLOR                     |
| <b>Status</b>            | (+/- DFS)                       | (+/- DFS)           | % making progress                   | % prepared            | % chronically absent   | % graduated        | % suspended at least once |

## Community Impact Assessment Template for New Affiliated (Start-Up and Conversion) Charter Schools

|  |                                 |                                 |  |  |  |  |  |
|--|---------------------------------|---------------------------------|--|--|--|--|--|
|  | Points above or below standard* | Points above or below standard* |  |  |  |  |  |
|--|---------------------------------|---------------------------------|--|--|--|--|--|

\*For the English Language Arts (ELA) and Mathematics indicators, list the quantitative value denoting *status* as the Distance From Standard (DFS), using a positive value to indicate points above standard and a negative value to indicate points below standard.

2019 State Average data is provided below as an example of a completed row. Please follow the same format for all applicable schools when completing the Current Measurements of School Wide Academic Performance in the Community table.

| Existing School Name | Academic Performance Indicators |                     |                                  |                       | Academic Engagement Indicators |                 | Conditions and Climate Indicator |
|----------------------|---------------------------------|---------------------|----------------------------------|-----------------------|--------------------------------|-----------------|----------------------------------|
|                      | ELA<br>English Language Arts    | Math<br>Mathematics | ELPI<br>English Learner Progress | CCI<br>College/Career | Chronic Absenteeism            | Graduation Rate | Suspension Rate                  |
| 2019 State Average   | GREEN<br>-2.5 DFS               | ORANGE<br>-33.5 DFS | Medium<br>48.3%                  | YELLOW<br>44.1%       | ORANGE<br>10.1%                | GREEN<br>85.9%  | YELLOW<br>3.4%                   |

| CURRENT MEASUREMENTS of SCHOOL WIDE ACADEMIC PERFORMANCE in the COMMUNITY |                                 |                     |                                  |                       |                                |                 |                                  |
|---|---------------------------------|---------------------|----------------------------------|-----------------------|--------------------------------|-----------------|----------------------------------|
| (add additional rows as needed)   |                                 |                     |                                  |                       |                                |                 |                                  |
| 2023<br><br>Existing School Name  | Academic Performance Indicators |                     |                                  |                       | Academic Engagement Indicators |                 | Conditions and Climate Indicator |
|   | ELA<br>English Language Arts    | Math<br>Mathematics | ELPI<br>English Learner Progress | CCI<br>College/Career | Chronic Absenteeism            | Graduation Rate | Suspension Rate                  |
| Academic Leadership Community   | RED<br>-56.2                    | Orange<br>-141.3    | Red<br>12.5                      | Medium<br>41.3        | no report<br>0                 | Green<br>85.7   | Blue<br>0.2                      |
| Alliance Dr. Olga Mohan HS  | Yellow<br>-15.6                 | Green<br>54.6       | Blue<br>69                       | High<br>58.2          | no report                      | Blue<br>95.1    | Orange<br>2                      |
| Alliance GRM Academy High   | Orange<br>-15.1                 | Yellow<br>-78.1     | Green<br>68                      | High<br>58.5          | Yellow<br>17.2                 | Blue<br>99.2    | Yellow<br>2.1                    |
| Alliance Neuwirth Ldrshp Acad   | Green<br>58                     | Yellow<br>-60.8     | Green<br>50                      | High<br>55.5          | no report                      | Blue<br>97.2    | Green<br>1                       |
| Alliance Tajima High  | Green<br>71.4                   | Yellow<br>-66.1     | Blue<br>84.2                     | High<br>69.7          | no report                      | Blue<br>99.1    | Green<br>1                       |
| Ambassador School of Global Leadership                                    | RED<br>-82.1                    | Orange<br>77.6      | Orange<br>40.8                   | Medium<br>35.8        | Yellow<br>28                   | Orange<br>76.8  | Blue<br>0                        |
| Angelou Community High School   | Red<br>-89.5                    | Red<br>-191.8       | Red<br>20.2                      | Low<br>34.9           | no report                      | Green<br>80     | Green<br>0.4                     |
|   | Green                           | Yellow              | Orange                           | Medium                | no report                      | Green           | Blue                             |

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| <b>CURRENT MEASUREMENTS of SCHOOL WIDE ACADEMIC PERFORMANCE in the COMMUNITY</b> |  |                            |   |                              |                                       |                        |   |
|--|--|----------------------------|---|------------------------------|---------------------------------------|------------------------|---|
| <b>(add additional rows as needed)</b>   |  |                            |   |                              |                                       |                        |   |
| <b>2023</b>  | <b>Academic Performance Indicators</b> |                            |   |                              | <b>Academic Engagement Indicators</b> |                        | <b>Conditions and Climate Indicator</b> |
|  | <b>ELA</b><br>English Language Arts    | <b>Math</b><br>Mathematics | <b>ELPI</b><br>English Learner Progress | <b>CCI</b><br>College/Career | <b>Chronic Absenteeism</b>            | <b>Graduation Rate</b> | <b>Suspension Rate</b>                  |
| <b>Existing School Name</b>  |  |                            |   |                              |                                       |                        |   |
| Animo Jackie Robinson  | 8.9                                    | -87.9                      | 47.8                                    | 46                           |                                       | 94.4                   | 0.5                                     |
| Animo Ralph Bunche High  | Yellow                                 | Math                       | Green                                   | Medium                       | no report                             | Yellow                 | Blue                                    |
|  | -29.1                                  | -140.6                     | 51.7                                    | 36.1                         |                                       | 92.5                   | 0                                       |
| Annenberg High   | Yellow                                 | Yellow                     | Green                                   | Low                          | no report                             | Blue                   | Blue                                    |
|  | -14.9                                  | -89.9                      | 49.4                                    | 30.6                         |                                       | 95.6                   | 0.4                                     |
| Belmont High   | Red                                    | Red                        | Red                                     | Medium                       | no report                             | Red                    | Blue                                    |
|  | -79.2                                  | -164.1                     | 13.2                                    | 35.40%                       |                                       | 65.3                   | 0.1                                     |
| Contreras School of Bus & Tourism  | Green                                  | Orange                     | Yellow                                  | Medium                       | no report                             | Yellow                 | Blue                                    |
|  | 7.5                                    | -134.7                     | 40                                      | 41.2                         |                                       | 77.5                   | 0                                       |
| Cortines School of VPA   | Yellow                                 | Red                        | Red                                     | Medium                       | no report                             | Blue                   | Blue                                    |
|  | -20.7                                  | -143.8                     | 27.7                                    | 47.9                         |                                       | 95                     | 0.3                                     |
| Early College Acad   | Green                                  | Yellow                     | no color                                | Very High                    | no report                             | Blue                   | Blue                                    |
|  | 34.7                                   | -67.7                      | 53.8                                    | 98.2                         |                                       | 100                    | 0                                       |
| Ednovate - Brio Col Prep   | Green                                  | Yellow                     | Blue                                    | Medium                       | no report                             | Green                  | Yellow                                  |
|  | 16                                     | -95.4                      | 63.3                                    | 39.7                         |                                       | 91.6                   | 0.8                                     |
| Ednovate - USC Hybrid Col Prep   | Blue                                   | Orange                     | Green                                   | High                         | no report                             | Blue                   | Yellow                                  |
|  | 39.2                                   | -70.5                      | 45.2                                    | 66.9                         |                                       | 96.3                   | 1.5                                     |
| Foshay Learning Ctr  | Orange                                 | Red                        | Yellow                                  | Very High                    | Yellow                                | Blue                   | Yellow                                  |
|  | -36.9                                  | -108.3                     | 52.6                                    | 78.4                         | 25.6                                  | 100                    | 1.3                                     |
| Jefferson High   | Red                                    | Red                        | Orange                                  | Low                          | no report                             | Red                    | Green                                   |
|  | -84.4                                  | -168                       | 38.5                                    | 31.7                         |                                       | 75.7                   | 0.5                                     |
| LA Acad of Arts and Enterprise   | Red                                    | Red                        | Red                                     | Medium                       | Red                                   | Green                  | Blue                                    |
|  | -95.4                                  | -175.1                     | 28.1                                    | 51.2                         | 40.6                                  | 84.4                   | 0                                       |
| LA Global Studies - Contreras  | Orange                                 | Red                        | Red                                     | Low                          | no report                             | Red                    | Green                                   |
|  | -109                                   | -178.6                     | 12.6                                    | 25                           |                                       | 66.3                   | 0.3                                     |
| LA High for the Arts   | Orange                                 | Red                        | Red                                     | High                         | no report                             | Green                  | Yellow                                  |
|  | -23.7                                  | -157.9                     | 36                                      | 55.3                         |                                       | 83.2                   | 0.12                                    |
| Larchmont Chrtr  | Blue                                   | Green                      | Green                                   | High                         | Orange                                | Yellow                 | Blue                                    |
|  | 47.2                                   | 14.2                       | 60.2                                    | 60                           | 10.9                                  | 91.5                   | 0.6                                     |
| Manual Arts High   | Orange                                 | Orange                     | Orange                                  | Medium                       | no report                             | orange                 | Blue                                    |
|  | -51.5                                  | -179                       | 39.4                                    | 39.6                         |                                       | 76.5                   | 0.3                                     |
| Math and Sci College Prep  | Green                                  | Yellow                     | Green                                   | Medium                       | no report                             | Blue                   | Blue                                    |
|  | 16.8                                   | -97.2                      | 48.6                                    | 51.6                         |                                       | 99.2                   | 0.2                                     |
| Matrix for Success Acad  | no report                              | no report                  | Yellow                                  | Very low                     | no report                             | Red                    | Blue                                    |
|  |  |                            | 13.2                                    | 0                            |                                       | 40.3                   | 0                                       |
| Mendez High  | Orange                                 | Orange                     | Red                                     | Medium                       | no color                              | Orange                 | Blue                                    |
|  | -24.8                                  | -106.9                     | 27.4                                    | 39.9                         |                                       | 85.1                   | 0.3                                     |



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| <b>CURRENT MEASUREMENTS of SCHOOL WIDE ACADEMIC PERFORMANCE in the COMMUNITY</b> |  |                            |   |                              |                                       |                        |   |
|--|--|----------------------------|---|------------------------------|---------------------------------------|------------------------|---|
| <b>(add additional rows as needed)</b>   |  |                            |   |                              |                                       |                        |   |
| <b>2023</b>  | <b>Academic Performance Indicators</b> |                            |   |                              | <b>Academic Engagement Indicators</b> |                        | <b>Conditions and Climate Indicator</b> |
|  | <b>ELA</b><br>English Language Arts    | <b>Math</b><br>Mathematics | <b>ELPI</b><br>English Learner Progress | <b>CCI</b><br>College/Career | <b>Chronic Absenteeism</b>            | <b>Graduation Rate</b> | <b>Suspension Rate</b>                  |
| Nava College Prep Acad   | Orange                                 | Orange                     | Green                                   | Medium                       | zero reported                         | Green                  | Blue                                    |
|  | -42.5                                  | -134.2                     | 53.1                                    | 40.7                         |                                       | 94.3                   | 0.5                                     |
| New Designs Chrtr  | Orange                                 | Orange                     | Orange                                  | Medium                       | Red                                   | Blue                   | Orange                                  |
|  | -22.2                                  | -100.9                     | 45.2                                    | 54.9                         | 25                                    | 95.1                   | 2.7                                     |
| New Open World Acad  | Orange                                 | Red                        | Orange                                  | Medium                       | Yellow                                | Green                  | Blue                                    |
|  | -56.7                                  | -107.2                     | 50                                      | 49.5                         | 24                                    | 93.5                   | 0                                       |
| Roybal Lrng Ctr  | Yellow                                 | Red                        | Red                                     | Medium                       | no color                              | Green                  | Blue                                    |
|  | -11.5                                  | -121                       | 36.1                                    | 42                           |                                       | 91.3                   | 0.1                                     |
| Santee Ed Cmplx  | Yellow                                 | Math                       | Red                                     | Medium                       | no report                             | Green                  | Blue                                    |
|  | -9.2                                   | -128                       | 34.3                                    | 43.3                         |                                       | 90.8                   | 0.2                                     |
| School for Soc Just -Contreras   | Yellow                                 | Orange                     | Red                                     | Medium                       | no color                              | Red                    | Blue                                    |
|  | -34.5                                  | -169.1                     | 31.2                                    | 38.6                         |                                       | 66.9                   | 0.2                                     |
| School for the Visual Arts & Humanities  | Yellow                                 | Red                        | Yellow                                  | High                         | no report                             | Green                  | Orange                                  |
|  | 20.8                                   | -124.3                     | 57.6                                    | 63.1                         |                                       | 88.4                   | 1.9                                     |
| Synergy Quantum Acad   | Yellow                                 | Yellow                     | Green                                   | Medium                       | no report                             | Yellow                 | Blue                                    |
|  | 15.2                                   | -88.9                      | 59.4                                    | 37.9                         |                                       | 94.4                   | 0.4                                     |
| UCLA Community School  | Red                                    | Red                        | Green                                   | None                         | Yellow                                | None                   | Blue                                    |
|  | -107.5                                 | -161.9                     | 45.8                                    | 32.1                         | 42.4                                  | 92.9                   | 0.7                                     |
| University Prep Value High   | Orange                                 | Yellow                     | Red                                     | Medium                       | no report                             | Blue                   | Blue                                    |
|  | -21.4                                  | -61                        | 29.2                                    | 54.3                         |                                       | 96.1                   | 0                                       |
| West Adams Prep High   | Orange                                 | Orange                     | Orange                                  | Low                          | no report                             | Green                  | Blue                                    |
|  | -57.3                                  | -160.3                     | 39.7                                    | 34.1                         |                                       | 81.4                   | 0.1                                     |
|  | Blue                                   | Green                      | no color                                | High                         | no report                             | Blue                   | Blue                                    |
| Orthopaedic Hospital   | 78.7                                   | 38.8                       | 69.6                                    | 66.5                         |                                       | 99.4                   | 0                                       |

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**(OPTIONAL) SECTION 6:**

**ADDITIONAL INFORMATION**

Per the LAUSD Policy and Procedures for Charter Schools, **Petitioners may present additional information for consideration in the Community Impact Assessment, including but not limited to information pertaining to the needs and achievement of historically underserved students (e.g. Foster Youth, English Learners, Socioeconomically Disadvantaged students, etc.), and the proposed allocation of resources and/or investments to improve student outcomes. Petitioners are encouraged to cite and address the District's goals and/or priority areas.**

**NARRATIVE**

In the space below, present any additional information for consideration in the Community Impact Assessment, consistent with the italicized language above.

Despite nearly a third of all LAUSD students being chronically absent during most of the 2022-23 school year, the numbers among homeless and foster care youth were even more alarming. According to school system data, nearly 70% of homeless LAUSD students and nearly 60% of students in foster care were chronically absent during the last school year. FIN CTE Prep recognizes the significant barriers and inadequate resources that homeless and foster care youth face when it comes to positively navigating academics and life. These students often experience instability, which leads to disruptions in their educational program and their emotional, social, and other health needs. The consequences of homelessness and foster care are immense and have a detrimental impact on children's safety, health and wellness, long-term development, and readiness for school. Providing educational opportunities and support to these vulnerable students is a priority for FIN CTE Prep, and our mission is to ensure that they have access to the resources and tools necessary to succeed in school and beyond.

The following are just four examples of the types of underserved students FIN CTE Prep is designed to serve:

Terrence, not his real name to protect his privacy, left home when he was 12 after his parents found out he was gay; he is now 14. He has an older brother who is 15 but was separated from his brother when the older boy was sent to a juvenile camp after he became involved with a gang; Terrence was connected with Covenant House California after living on the streets for 3 months. Terrence is a talented and creative writer. He has made a promise to himself that he will never join a gang. He is doing his best in school, and he wants to realize a better future for himself and his family. Attending a small charter school dedicated to developing both academic and future of work skills would enable him to focus on himself and his goals. Terrence enjoys

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learning about business and communication skills as they relate to industry and has enjoyed a shadow day experience with IBEW's PR/marketing department. Terrence hopes his brother will be able to join him at FINSLA when he is released from juvenile hall in a few months.

Jose, not his real name to protect his privacy, is a 17- year-old recent immigrant from Mexico with limited education. His parents are working multiple jobs to try to support their family, and while they are doing their best, the family has had to move three times in the past year. Jose went to live with an uncle, but without the closer supervision of his parents, he fell in with the "wrong crowd" at his new high school and was kicked out of the house after he was arrested for stealing. After reviewing the recommendation of the Deputy Probation Officer, the judge places Jose on probation with an order to attend counseling and a recommendation to enroll at FINSLA, with a stern warning that this is an opportunity to earn a high school diploma and enroll in a Career Technical Education program to learn some valuable job skills that will help him support his family. Jose is a talented tinkerer who enjoys building contraptions with found objects and making them do something. The Electrical engineering CTE program sounds interesting to him and will enable him to learn valuable job skills while he is still in high school. He knows that getting a diploma and job training will help him make more money.

Tiffany, not her real name to protect her privacy, is a 13-year-old 8<sup>th</sup> grader who is being raised by a single parent; her mom was just 15 when she gave birth to Tiffany. Tiffany and her mother are very close. Tiffany has sustained straight As though her home life continues to be in flux. Tiffany has proven to have ambition and seeks opportunities to pursue both a career and college- she enjoys projects and likes the idea of becoming a female electrician and working in green technology as part of her career pathway while attending university. Tiffany's mom wants to support her daughter but has limited means and time to dedicate to learning how to navigate a school system. FIN CTE Prep offers Tiffany a pathway to her dream and supports her mom by providing clear communication and a parent support group for youth driven by their dreams.

Laura, not her real name to protect her privacy, is a 15-year-old who has lost interest in school and spends her time hanging out in a nearby park and only attending school when there is a special project. She has earned limited credits and has not fulfilled 9th grade. When interviewed she said that she is not sure how school will support her future and finds that it a waste of time. Her mom is most frustrated and has not been able to convince her to attend her local high school regularly. Her mom saw the FIN CTE Prep flyer and thought this alternative might be an option. Laura was open to it and liked the idea of having a personalized learning plan and opportunity to get work experience. She enrolled and a plan was drawn up allowing her to engage with a high school program that aligns to her aspirations and goals.

Chronic absenteeism, which is defined as a student missing at least 9% of days in the school year, has increased for students nationwide since the pandemic began in 2020. The chronic absenteeism rate for all LAUSD students in the 2017-18 school year was 15.6%. In Los Angeles, homeless youth and foster care advocates were not surprised at the massive increases among the

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vulnerable students. Lack of access to nutritional foods, mental healthcare, and economic instability make it difficult for unhoused students to consistently attend school, especially during the pandemic. According to data from LAUSD, nearly 47% of homeless students and nearly 35% of students in foster care were chronically absent during the 2022-23 school year. Though these numbers are improved from the previous year we believe more needs to be done to address the challenge. Offering another educational program opportunity for these students is another lever to implement as part of the LAUSD chronic absenteeism plan.

FIN CTE Prep also recognizes the unique challenges faced by LGBTQIA+ youth, who are overrepresented among the youth population experiencing homelessness. According to the LGBTQ Homeless Youth Provider Survey, 20% of youth seeking homeless services identify as gay or lesbian, 7% as bisexual, and 2% as questioning (Choi et al., 2015). In comparison, only 4% of the total US population identifies as LGBTQ (The Williams Institute, 2019). Additionally, 5% of homeless youth identify as transgender (Choi et al., 2015) compared to less than 1% of the total US population (Flores et al., 2016). Among LGBTQ youth experiencing homelessness, there is a disproportionate representation of Black individuals, with 31% identifying as Black compared to 14% of the total US youth population (Choi et al., 2015; The Annie E. Casey Foundation, 2017). Over the past 10 years, the share of youth accessing homeless services who identify as LGBTQ has increased, with the share of transgender youth growing the fastest from 1.5% to 5%.

In order to address the needs of LGBTQIA+ youth, particularly those experiencing homelessness, FIN CTE Prep will implement the following strategies:

Below are the Key Points on FIN CTE Prep's Approach to Chronic Absenteeism and Unique School Design

**1. Addressing Chronic Absenteeism:**

- Chronic absenteeism (missing 9%+ school days) has risen since the pandemic, especially among vulnerable groups like homeless and foster youth.
- Nearly 47% of homeless students and 35% of foster students were chronically absent in LAUSD during 2022-23.
- **FIN CTE Prep seeks to reduce absenteeism through a targeted, supportive educational model, offering an alternative path for students struggling in traditional settings.**

**2. Unique School Design:**

- Comprehensive Support Services: FIN CTE Prep provides wrap-around services to meet students' basic needs—food, mental health support, housing assistance, and transportation.
- Flexible, Personalized Learning Environment: A mastery-based curriculum with flexible scheduling allows for virtual and hybrid learning, helping students engage at their own pace. Credits are earned as students complete summative projects and exams.
- Culture of Empathy and Inclusion: Prioritizes relationship-building with students and families to create a supportive community, fostering respect and belonging. [7.9]

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**-CTE Courses are at the core of learning with real life projects**

- Real-World Projects through IBEW Partnership: Partnering with the International Brotherhood of Electrical Workers (IBEW), students gain hands-on experience with real-world projects that impact their communities—such as converting fossil fuel school buses to electric and building EV charging stations—aligning with both career preparation and climate initiatives. [7.4, 7.5]

- Career Technical Education (CTE) including job training, internships, dual enrollment with local community colleges with specific pathway and certification opportunities before graduation. In these pathways, students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, exploration, and skill preparation. The vision is to have a rigorous CTE program that prepares and equips students with industry certification based upon community needs and to provide students with skills to either begin high-skilled, high-wage earning careers or continue their post-secondary education. [7.6]

-CTE courses are organized into industry sectors beginning with renewable energy and public service. Courses within each program area are further aligned to their appropriate career cluster. Each program area section includes the following elements: (1) Program of Study Description; (2) Program Course Sequence; (3) Course Descriptions; and (4) Course Data Information. [7.7, 7.8]

Our initial CTE focus will be on the feasibility and planning, with our IBEW partnership, on the conversion of fossil fuel school buses to EV and building out EV charging stations. We will follow the vision of the Federal Government’s Infrastructure and Job Investment Inflation Act, as well as Governor Newsom’s Climate Commitment Plan. High expectations, strong partnerships, and a safety trampoline rather than a safety net will launch students into internships, work and college/universities.

**3. Extended Learning and Support:**

- Individualized Attendance and Intervention Plans: Regular check-ins and tailored support for students struggling with attendance.

-Embracing the tenets of a Community School program initially with the hopes to apply for this program in the future. [7.2]

**4. Inclusive, Culturally Responsive Environment:**

- Support for Diverse Student Needs: Culturally relevant curricula and resources for marginalized groups, including LGBTQIA+ youth, ensure all students see themselves reflected in their education. [7.10]

- Collaborative Partnerships: Partnerships with community organizations extend student support beyond school, providing resources such as mentorship, housing, and social services. [7.3]

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**5. Emphasis on Holistic Development and College Readiness:**


- Personal Learning Plans (PLDP): Tailored academic and social-emotional goals for each student, updated frequently to track progress. [7.9]
- College and Career Preparedness: Workshops, counseling, and dual enrollment opportunities support long-term planning and readiness for post-secondary success. From the dual enrollment experience and targeted workshops students will be equipped with navigating university life so they actually graduate and end the enroll/drop trend that plagues this community.

Finally, our experience designing and building Green Dot Public Schools provides the basis of our building blocks for solid A-G schools, FIN CTE Prep adds the "career ready" frosting on the 3-layer cake of remediation, core content, and acceleration.

FIN CTE Prep is committed to creating an inclusive, supportive, and engaging learning environment where students are equipped for both college and career success. The school's design meets LAUSD's goals for equity, collaboration, and excellence by focusing on individualized student support and meaningful career pathways. Through the IBEW partnership and project-based learning, students apply their education to transformative, community-driven projects that prepare them for impactful careers.

**EVIDENCE TABLE**

(add additional rows as needed)

| Citation | File Name   | Link (optional)   | Description of Evidence   |
|----------|---|---|---|
| 7.1      | Website: Attendance Works   | <a href="https://www.attendanceworks.org/">https://www.attendanceworks.org/</a>   | Amazing resource with ideas and research supported solutions to consider for implementation to improve chronic absenteeism  |
| 7.2      | Community School 'Wraps Its Arms Around a Family' _ NEA                           | <a href="#">7.2 A Community School 'Wraps Its Arms Around a Family' _ NEA.pdf</a>   | An article describing the importance of community based services included within a school program.  |
| 7.3      | "We're One Team": Examining Community School Implementation Strategies in Oakland | <a href="#">7.3 Were One Team Examining Community School Implementation.pdf</a>   | Great article offering tangible strategies to engage community partnerships and have a full wrap around program supporting learners.<br><br> <p>Figure 1. Four Capacities of Community Schools (Adapted from Children's Aid Society, Lubell, 2011 [8]).</p> |
| 7.3a     | Measuring What Matters in California  | <a href="https://drive.google.com/file/d/1ly1LskPN5CsfgbtUz16ZVniu4Ou">https://drive.google.com/file/d/1ly1LskPN5CsfgbtUz16ZVniu4Ou</a> | A UCLA White Paper identifying what Community Schools means, the theory of change and ways to measure success.  |

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|      |  |   |   |
|------|--|---|---|
|      | Community Schools                                    | <a href="https://www.wyni3.com/view?usp=sharing">WYNi3/view?usp=sharing</a>   |   |
| 7.4  | Defining High Quality CTE Programs                   | <a href="#">7.4 ACTE Contemporary Perspectives on CTE Quality FINAL.pdf</a>   | <p>ACTE offers data, advocacy resources, and research showing how CTE improves graduation rates, reduces absenteeism, and prepares students for career success.</p> <p>This document provides the key elements for a high quality CTE program that will help direct the design of our program and provide ways to assess the impact of our program.</p> |
| 7.5  | CTE Framework 4.0                                    | <a href="https://drive.google.com/file/d/1WVOM7Bh0v9LTWMWTRYkYM06civC8t9D/view?usp=sharing">https://drive.google.com/file/d/1WVOM7Bh0v9LTWMWTRYkYM06civC8t9D/view?usp=sharing</a> | This document is a good framework for us to build our program with and reference to insure we have all the key parts.   |
| 7.6  | CA CTE Model Curriculum                              | <a href="#">7.6 CA CTE Model Curriculum.pdf</a>   | This provides the CA CTE Model curriculum to reference and adopt  |
| 7.7  | CTE Flyer  | <a href="#">7.7 ctescrpflyer.pdf</a>  | A good reference to share with prospective parents and teachers to help explain CTE.  |
| 7.8  | CA CTE Model Curriculum Standards for Energy Pathway | <a href="#">7.8 CA CTE Model Curriculum Standards Energy Pathway.pdf</a>  | This framework provides the specific CTE pathway that FIN CTE Prep will start with.   |
| 7.9  | Design Considerations for Competency Model           | <a href="#">7.9 Design Considerations for Student Competency Frameworks - Aurora Institute.pdf</a>  | Part of the Aurora Institute, CompetencyWorks offers research on mastery-based education models, which can support flexible learning for students who struggle in traditional, seat-time-based systems.   |
| 7.10 | GLEN Back To School Guide                            | <a href="#">7.10 GLSEN Back to School Tips Resource 2019.pdf</a>  | Great resources to share with teachers, students and the wider community on LGBTQIA+Youth.<br><a href="https://www.glsen.org/resources/educator-resources">https://www.glsen.org/resources/educator-resources</a>   |

# TAB 21





## Board of Education Report

**File #:** Res-038-24/25, **Version:** 2

**Agenda Date:** 2/11/2025

**In Control:** Board of Education

Dr. Rivas, Mr. Schmerelson - ~~Community-Centered Greening Initiatives: Strengthening~~ **Greening Initiatives through Community Equity Through Parent Engagement and External Partnerships (2025) (2024)**  
(Res-038-24/25) (Noticed December 10, 2024 and Postponed from January 14, 2025)

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

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

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

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

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

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

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

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

Whereas, The Los Angeles Unified School District (District) is committed to community-centered greening initiatives that advance sustainability, climate resilience, and equity as demonstrated by previous resolutions, including: Transitioning LAUSD to 100% Clean, Renewable, Energy Resulting in Healthier Students and More Sustainable, Equitable, Communities (Res 018-19/20 <

<[https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/1500/Green-Schoolyards-For-All-"\); and Climate Literacy \(Res-016-21/22](https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/1500/Green-Schoolyards-For-All-)  
<<https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/1500/ClimateLiteracy016-2022.pdf>>);

Whereas, In alignment with the District 2022-2026 Strategic Plan  
<[https://drive.google.com/file/d/1JkhmuidtUO1DkBVn\\_gUGMY68IzFCuJGX/view](https://drive.google.com/file/d/1JkhmuidtUO1DkBVn_gUGMY68IzFCuJGX/view)>, Pillar 2: Joy and Wellness and Pillar 3: Engagement and Collaboration, the District prioritizes strong partnerships and inclusive engagement with community organizations, parents and students in greening efforts;

Whereas, The Eco-Sustainability Office (ESO) is committed to supporting the District Strategic Plan by developing and implementing programs and policies that raise awareness of environmental stewardship and provide healthy, sustainable learning environments for all LAUSD students. Among its many responsibilities, this office plays a substantial role in developing and maintaining partnerships with non-profit organizations, labor unions, businesses, government agencies, and school communities;

Whereas, Non-profit organizations have partnered with LAUSD for decades to promote school greening, sustainability and climate resilience. The 2024 Green Schoolyards for All Plan outlines greening projects funded by state grants including 10 projects in planning/design, 2 projects under construction, and 10 projects under feasibility studies. Over the last five years, non-profit organizations have secured over \$57 million to plant trees and transform 52 schoolyards throughout the District. Also, through the California Department of Forestry and Fire Prevention (CAL FIRE) non-profit organizations will partner with the District to implement 41 greening projects, expanding tree coverage, shade and learning opportunities;

Whereas, Despite their contributions, non-profit organizations leading grant-funded greening projects must cover various internal fees and services such as Owner's Authorized Representative fees, testing requirements, design reviews, and inspections. These expenses can constitute 10-20% of the total planning and construction costs of a project. For instance, seven non-profits that have secured \$34 million in grant awards for the District are being charged \$3 million in fees by the District;

Whereas, The ESO is exploring funding solutions to address financial gaps arising after grants are awarded and is developing an updated "how-to" guide to streamline third-party greening project processes; and

Whereas, The ESO and Facilities Services Division (FSD) have collaborated to: (1) streamline project supervision requirements for greening projects and reduce oversight expenses; (2) develop recommendations for Design Guidelines that are tailored to school greening, and (3) consider modifications to Development Agreement language to reduce unnecessary burdens on greening partners; now, therefore, be it

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

Resolved further, That the Board directs the Superintendent, in collaboration with the Office of Eco-Sustainability, to invest in and strengthen external partnerships to advance greening initiatives by

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

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

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

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

Resolved, That the Governing Board of the Los Angeles Unified School District (Board) recognizes the vital role of non-profit organizations in creating sustainable and equitable learning environments for all students, and commits to strengthening and expanding partnerships within this sector;

Resolved further, That the Board directs the Superintendent to remove internal fees for non-profit organizations that lead District school greening projects regardless of funding source. Where feasible, up to \$3 million in District resources, including eligible bond funds, will be allocated to cover costs such as: Owner's Authorized Representative fees; project fees; ADA retrofits; District staff time; testing; design reviews; and inspections;

Resolved further, That the Board directs the Superintendent to develop an implementation plan defining eligibility criterion for non-profit organizations and projects. The plan will describe strategies to remove and/or mitigate fees, such as fee waivers, returning or reimbursing costs for fees that non-profit organizations have already paid, reclassifying internal fees as in-kind contributions, and precluding the upfront payment of fees; and, be it finally

Resolved, That the Board directs the Superintendent to present to the Greening Schools and Climate Resilience Committee a comprehensive plan for fee removal and a progress report on potential funding options to support third-party greening projects, within 120 days. The District will also provide a progress report on (1) the District's "how-to" guide for greening projects requirements; (2) recommendations to streamline project supervision requirements and reduce oversight expenses; (3) development of school greening-specific Design Guidelines; and (4) potential modification to Development Agreements to reduce unnecessary burdens on greening partners.

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**File #:** Res-038-24/25, **Version:** 2  
**In Control:** Board of Education

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**Agenda Date:** 2/11/2025

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# TAB 22



## Board of Education Report

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**File #:** Res-040-24/25, **Version:** 1**Agenda Date:** 2/11/2025**In Control:** Board of Education

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Mr. Melvoin - It Takes a Village: Expanding LA Unified's Housing Efforts (Res-040-24/25) (Noticed January 14, 2025))

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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## Board of Education Report

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**File #:** Res-043-24/25, **Version:** 1**Agenda Date:** 2/11/2025**In Control:** Board of Education

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Ms. Newbill - Celebration of Black History Month 2025 (Res-043-24/25) (Noticed January 14, 2025)

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

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

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

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

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

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

Whereas, Established by Dr. Carter G. Woodson in 1915, the Association for the Study of African American Life and History (ASALH) strives to promote, research, preserve, interpret, and disseminate information about Black life, history, and culture to the global community.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Whereas, Black History Month aims to mitigate the persistent and ongoing failure to acknowledge the contributions of Black Culture, Black Inventors, Black Artists, Black Artisans, Black Advocacy, Black Leaders, Black Civic Engagement, and Black workers to American history and society;

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

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

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

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

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

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

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

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**TAB 24**



## Board of Education Report

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**File #:** Res-051-24/25, **Version:** 1**Agenda Date:** 2/11/2025**In Control:** Board of Education

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Mr. Melvoin, Ms. Gonez - Celebrating our Emergency Responders (Res-051-24/25) (Waiver of Board Rule 72)

Whereas, The Palisades fire and the Eaton fire broke out on January 7, 2025 and caused road closures, power outages, and mandatory evacuation orders for surrounding areas. Together, these wildfires scorched over 34,000 acres, destroying thousands of homes and damaging Los Angeles Unified School District (District) schools and property;

Whereas, Along with the Palisades fire and the Eaton fire, the Hurst fire in Sylmar and additional fires in the Hollywood hills and elsewhere have displaced families and students. More than 170,000 people were under mandatory evacuation notices;

Whereas, These wildfires have damaged dozens of school buildings and have displaced thousands of students, families, and District staff-many of whom were evacuated and tragically lost their homes;

Whereas, More than 400,000 people in and around Los Angeles lost power due to the wildfires, high wind, and proactive shutoffs, adding further disruption and difficulty;

Whereas, In the wake of the wildfires, the District closed schools starting Wednesday, January 8 due to poor air quality resulting from the fires. Students and staff were evacuated thanks to the heroic efforts of our School Bus Drivers and first responders. Schools remained closed on Thursday and Friday;

Whereas, Food Services provided student meals via a Grab & Go sites to ensure impacted students and families could access essential food resources during the emergency;

Whereas, Starting on Monday, January 13, the District began to reopen schools representing a momentous return to normalcy in the wake of unimaginable turmoil and upheaval caused by the wildfires;

Whereas, Extensive work was needed to prepare schools for a safe reopening, including but not limited to replacing air filters, checking HVAC systems, clearing up debris, wiping down tables and chairs, and much more;

Whereas, Schools were safely reopened thanks to the tireless work of District employees and staff including members of Teamsters Local 572, SEIU Local 99, UTLA, AALA, CSEA, Building Trades and Construction, and School Police; and

Whereas, Thanks to the teachers and paraeducators who returned to classrooms, classified and certificated substitutes who helped provide coverage for displaced employees, the countless individuals who worked around the clock over the weekend including administrators, as well as school police, first responders and bus drivers, and local authorities who ensured the safety of school communities, the

District was able to restore regular school schedules and instruction; now; therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes and acknowledges the tireless and courageous work of our essential workers and District employees who remained committed to our schools in the face of the destructive wildfires in Los Angeles to ensure schools were safe and clean for students; and, be it finally

Resolved, That the District will provide resources for families and employees impacted by the wildfires including transportation support, housing assistance, and childcare. Those in need can access the District's Family and Community Recovery Guide and Resources Flyer to learn more and access services.

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**TAB 25**





## Board of Education Report

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**File #:** ROC-008-24/25, **Version:** 1

**Agenda Date:** 2/11/2025

**In Control:** Board of Education

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Report of Correspondence including Williams Uniform Complaint Quarterly Report Summary (ROC-008-24/25)

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

February 11, 2025

REPORT OF CORRESPONDENCE

The following correspondence addressed to the Board of Education is submitted with the recommended Disposition, “Refer to Superintendent for referral to Office of the General Counsel to take all steps necessary to protect the interests of the Board of Education, including assignment to outside counsel; Controller to draw warrants in such amounts as may be necessary for the payment of costs and fees upon invoices as approved by the Office of the General Counsel”:

| FROM                             | LEGAL ACTION  |
|----------------------------------|---|
| 1. Abir Cohen Treyzon Salo, LLP  | Summons & Complaint for Damages: 1) Negligence; 2) Negligent Supervision and Hiring/Retention; 3) Intentional Infliction of Emotional Distress; 4) Violation of Civil Code §49; Case No. 24STCV29151; Superior Court of the State of California, County of Los Angeles; L.J., a minor, by and through his guardian ad litem, Gladys Sandoval, K.J., a minor, by and through her guardian ad litem, Jayleen Rios; Lucia J. an individual, Plaintiffs, v. Los Angeles Unified School District, a California School District; Does 1 through 50, and each of them, Defendants. |
| 2. Bish & Citting                | Complaint for Property Damages and Personal Injury; Case No. 24STCV24838; Superior Court of the State of California for the County of Los Angeles; Brandi Francis, Plaintiff, v. Los Angeles Unified School District, and Does 1-10, Defendants.  |
| 3. California Accident Firm, APC | Summons & Complaint for Damages: 1) Negligence/Negligent Hiring, Supervision, Training, and Retention; 2) Negligent Act or Omission of Public Entity or Public Employee [Government Code Section 815.2, Government Code Section 820(a)]; Case No. 24CHCV04401; Superior Court of the State of California, County of Los Angeles; Natalie Zambrano, a minor by and through her Guardian Ad Litem, Maria Barragan, Plaintiff, v. Los Angeles Unified School District, a Government entity; and Does 1 through 50, inclusive, Defendants.                                      |
| 4. California Accident Firm, APC | Summons & Complaint: 1) Motor Vehicle; Case No: 24CHCV04754; Superior Court of California, County of Los Angeles; Camila Nevarez-Zamora, a minor by and through her Guardian Ad Litem, Claudia Zamora, Plaintiff, v. Los Angeles Unified School District, et al., Defendant.  |

5. City of Los Angeles  
Summons and Cross-Complaint for Damages; Case No. 24STCV2342; Superior Court of the State of California for the County of Los Angeles; City of Los Angeles, Cross-Complainant, v. Los Angeles Unified School District, a California public entity, and Roes 1-10, Cross-Defendants.
6. Downtown L.A. Law Group  
Summons and Complaint for Damages: 1) Negligent Failure to Supervise Cal. Gov't. Code Section 815.2; Case No. 24STCV33012; Superior Court of the State of California for the County of Los Angeles; Keily Ceja, a minor, by and through her GAL, Joanna Simental, Plaintiff, v. Los Angeles Unified School District, and Does 1-50, Defendants.
7. Downtown L.A. Law Group  
Summons and Complaint for Damages; Case No. 24STCV32950; Superior Court of the State of California for the County of Los Angeles; Maloni Sowell, a minor, by and through her GAL, Keinisha Allen, Plaintiff, v. Los Angeles Unified School District, Defendants.
8. Downtown L.A. Law Group  
Summons & Complaint: Negligent Failure to Supervise [Govt Code §815.2]; Case No. 24STCV24032; Superior Court of California, County of Los Angeles; Lerey West, a minor, by and through his Guardian Ad Litem, Sylvia Pollard, Plaintiff, v. Los Angeles Unified School District et al., Defendants.
9. Downtown L.A. Law Group  
Summons & Complaint for Damages: 1) Negligent Failure to Supervise [Govt Code §815.2]; Case No: 24NNCV04905; Superior Court of California, County of Los Angeles; William Seidel, a minor, by and through his Guardian Ad Litem Michael Seidel, Plaintiff, v. Los Angeles Unified School District, et al., Defendant.
10. Iarusso Legal  
Summons & Complaint for Damages: 1) Negligence; 2) Negligent Hiring and Supervision; Case No. 24STCV12202; Superior Court of the State of California for the County of Los Angeles; K.J., a minor, by that through her GAL, Brittany G., Plaintiff, v. Los Angeles Unified School District, and Does 1-50, Defendants.
11. Law Office of Samer Habbas & Associates, P.C.  
Summons & Complaint for Damages: 1) Dangerous Condition of Public Property (Gov. Code § 835); Case No. 24STCV34482; Superior Court of the State of California, County of Los Angeles; Georgina Lopez, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.

12. Law Offices of Akudinobi & Ikonte  
Summons and Complaint for Compensatory Damages and Request for Jury Trial; Case No. 2:24-cv-10561; Superior Court of the State of California for the County of Los Angeles; Mary Ezeoke; SE, a minor, by and through his GAL, Mary Ezeoke, Plaintiff, v. Los Angeles Unified School District, and Does 1-10, Defendants.
13. Law Offices of Sergio F. Benedetto  
Summons & Complaint for Damages: 1) Negligent Hiring, Supervision and Retention; 2) Negligence; 3) Intentional Infliction of Emotional Distress; 4) Negligent Infliction of Emotional Distress; Case No. 24CHCV04367; Superior Court of the State of California, County of Los Angeles; Jane Doe, A minor through her Guardian Ad Litem Guadalupe Medina Lopez, Plaintiffs, v. Los Angeles Unified School District, a public school district; and Does 1 to 25, inclusive, Defendants.
14. Learning Rights Law Center  
Summons & Complaint for Relief: Judicial Review of Administrative Decision under the Individuals with Disabilities Education Act; Case No. 2:24-cv-09579; United States District Court for the Central District of California; A.C., a minor, by and through his guardian ad litem, Kristina Cornelio, Plaintiff, v. Los Angeles Unified School District, Defendant.
15. Megeredchian Law, APC  
Summons & Complaint: 1) Motor Vehicle; 2) General Negligence; Case No: 24NNCV06631; Superior Court of California, County of Los Angeles; Astghik Gevorgyan and Aren Khachatryan, a minor by and through her Guardian Ad Litem, Marina Gevorgyan, Plaintiff, v. Los Angeles Unified School District, et al., Defendant.
16. Michael S. Yu, A Law Corporation  
Complaint for Personal Injury; Case No. 24STCV23100; Superior Court of the State of California for the County of Los Angeles; Ka Man Carman Chu, Plaintiff, v. Los Angeles Unified School District, and Does 1-100, Defendants.
17. Morgan & Morgan, Los Angeles  
Summons and Complaint for Damages: 1) Negligence; 2) Negligence per se; 3) Negligence Entrustment; 4) Negligence Hiring, Supervision, and Retention; Case No. 24LBCV01493; Superior Court of the State of California for the County of Los Angeles – Governor George Deukmejian Courthouse; Rosa Bellomo, Plaintiff, v. Los Angeles Unified School District, and Does 1-100, Inclusive, Defendants.

18. Paoli & Purdy, P.C.  
Law Offices of Brian Breiter  
Summons & Complaint for Injuries and Damages [Wrongful Death]: 1) Dangerous Condition on Public Property (Govt. Code §§ 830, 835); 2) Negligence; Case No. 25STCV00060; Superior Court of the State of California, County of Los Angeles; Claudia Serrano, Plaintiffs, v. Los Angeles Unified School District, et al., Defendants.
19. Salusky Law Group, APC  
Summons & Complaint for Damages: 1) Vicarious Liability, under Government Code Section 815.2, for Employees' Negligence; 2) Vicarious Liability under Government Code Section 815.2, for Employees' Negligence; Case No: 24TRCV04418; Superior Court of California, County of Los Angeles; C.H., a minor, by Taylor Campbell, her Guardian Ad Litem, Plaintiff, v. Los Angeles Unified School District, a public entity, and Does one through fifty inclusive, Defendants.
20. Salusky Law Group, APC  
Summons & Complaint for Damages: 1) Vicarious Liability, under Government Code Section 815.2, for Employees' Negligence; 2) Vicarious Liability under Government Code Section 815.2, for Employees' Negligence; Case No: 25TRCV00010; Superior Court of California, County of Los Angeles; D.C., a minor, by Danielle Clement, his Guardian Ad Litem, Plaintiff, v. Los Angeles Unified School District, a public entity, and Does one through fifty inclusive, Defendants.
21. Samer Habbas & Associates, P.C.  
Summons & Complaint for Damages: 1) Dangerous Condition of Public Property; Case No. 24STCV34482; Superior Court of the State of California, County of Los Angeles; Georgina Lopez, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 50, inclusive, Defendants.
22. Sedaghat Law Group  
Summons & Complaint for Personal Injury; General Negligence; Case No. 24NNCV06751; Superior Court of the State of California, County of Los Angeles; Susan Arebalo, an individual, Plaintiff, v. Los Angeles Unified School District, a government entity; and Does 100, inclusive, Defendants.
23. Slater Slater Schulman, LLP  
Summons & Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 24STCV32849; Superior Court of the State of California, County of Los Angeles; John Doe B.T., an individual, Plaintiff, v. Los Angeles Unified School District, a public entity, et al., Defendants.

24. Taylor & Ring  
Summons & First Amended Complaint for Personal Injuries and Damages; Case No. 24STCV27107; Superior Court of the State of California, County of Los Angeles; John Doe, a minor, by and through his guardian ad litem Olivia Cuadra, Plaintiffs, v. Los Angeles Unified School District, a public school district; and Does 1 through 20, Defendants.
25. Taylor & Ring  
First Amended Complaint for Damages Arising from Childhood Sexual Abuse Pursuant to C.C.P. Section 340.11.; Case No. 24STCV27711; Superior Court of the State of California for the County of Los Angeles – Stanley Mosk Courthouse; John TC Doe, a minor, by and through his GAL, Sharina H., Plaintiff, v. Los Angeles Unified School District, a California public entity, and Does 1-60, Defendants.
26. The Claypool Law Firm  
Summons & Complaint: 1) Negligence, Negligent Supervision; 2) Negligent Hiring and/or Retention; 3) Intentional Infliction of Emotional Distress; Case No. 24STCV21805; Superior Court of the State of California, County of Los Angeles; John Doe 1, a individual, Plaintiff, v. Los Angeles Unified School District, a public school system/entity form unknown; and Does 1 to 100, inclusive, Defendants.
27. Vincent D. Woods  
Summons & Complaint: Violations: Labor Code Laws; Civil Rights Act, Employment Act, Disability Act, Rehabilitation Act; Case No. 23STCV21400; Superior Court of California, County of Los Angeles; Vincent D. Woods, Plaintiff, v. Los Angeles Unified School District et al., Defendants.

The recommended disposition of the following item is “Refer to Superintendent for referral to the Office of the Risk Management and Insurance Services”:

| <u>No.</u> | <u>Received From</u>   | <u>Type of Damage</u> | <u>Claimant</u>      | <u>Date of Damage</u>    |
|------------|--|-----------------------|----------------------|--------------------------|
| 28.        | Nancy Lucero<br>Noravian Law Firm  | Damages               | Aaron Alvarez        | 08-12-24                 |
| 29.        | Daniel Kolodziej<br>Trygstad Schwab &<br>Trygstad                          | Damages               | Alejandro Martinez   | 06-30-24 and<br>09-11-24 |
| 30.        | Avedia Nalbandian<br>Law Offices of Avedia<br>Nalbandian                   | Damages               | Athan Huezo          | 11-21-24                 |
| 31.        | Brittney Lee   | Damages               | Brittney Lee         | 10-16-21                 |
| 32.        | Jessalyn R. Pinder<br>Assistant City Attorney<br>City of Los Angeles       | Damages               | City of Los Angeles  | 08-14-23                 |
| 33.        | City of Los Angeles<br>Jessalyn R. Pinder,<br>Assistant City Attorney      | Damages               | City of Los Angeles  | 12-24-24                 |
| 34.        | Raymond Ghermezian<br>Law Offices of Raymond<br>Ghermezian<br>& Associates | Damages               | Claudia Antonio Meza | 11-05-24                 |
| 35.        | Shelby A. West<br>Brown, Koro & Romag,<br>LLP                              | Damages               | Dionte McCall        | 07-29-24                 |
| 36.        | Hakop Zakaryan<br>Guardian Legal Group,<br>LLP                             | Damages               | Elias Danho          | 10-16-24                 |
| 37.        | Helen Zielinski  | Damages               | Helen Zielinski      | 10-31-24                 |
| 38.        | Holly Johnson / Lucille<br>Harrison  | Damages               | Isabel Ruiz Harrison | 12-16-24                 |

|     |  |                 |   |            |
|-----|--|-----------------|---|------------|
| 39. | Christopher Bunge<br>Watt, Tieder, Hoffar &<br>Fitzgerald, LLP | Damages         | Kemp Bros.<br>Construction, Inc.              | 02-20-24   |
| 40. | Marc A. Holmquist<br>Javanmardi   Holmquist                    | Damages         | Leilani Bright                                | Continuing |
| 41. | Reneh Sepanosian<br>Sookasian Amirkhanian<br>Law Group, APC    | Damages         | Lilya Hovsepyan                               | 07-10-24   |
| 42. | Christina Gonzalez   | Damages         | London Arenas                                 | 09-25-24   |
| 43. | Daniel Setareh   | Damages         | Malachi Ross                                  | 11-15-24   |
| 44. | Jasmine Calvillo   | Damages         | Nikola Rios                                   | 08-17-22   |
| 45. | Rubab Rubana   | Damages         | Rubab Rubana                                  | 01-07-25   |
| 46. | Jon Winter<br>The Dominguez Firm                               | Damages         | Sara Maria Elisarraraz                        | 08-24-24   |
| 47. | Tasha Laprease Robinson  | Damages         | Tasha Laprease Robinson                       | 12-11-24   |
| 48. | Daniel Setareh<br>Setareh Law                                  | Vehicle Damages | Alec Martinez                                 | 11-07-24   |
| 49. | Brandy Whitaker  | Vehicle Damages | Brandy Whitaker                               | 01-07-25   |
| 50. | Brenda Avalos  | Vehicle Damages | Brenda Avalos                                 | 10-04-24   |
| 51. | Tiffany Pinnell<br>California Auto Insurance                   | Vehicle Damages | California Auto as<br>subrogee of Michael Coe | 10-26-24   |



|     |   |                 |  |          |
|-----|---|-----------------|--|----------|
| 52. | Carlos Zuniga   | Vehicle Damages | Carlos Zuniga Hernandez                          | 11-06-24 |
| 53. | Shelby A. West<br>Brown, Koro & Romag<br>LLP              | Vehicle Damages | Dionte McCall                                    | 07-29-24 |
| 54. | Elinor Adler  | Vehicle Damages | Elinor Adler                                     | 01-08-25 |
| 55. | Gary Kurlan   | Vehicle Damages | Gary Kurlan                                      | 11-19-24 |
| 56. | Sharon McCallister<br>Inter Exchange of Auto<br>Club/ AAA | Vehicle Damages | Inter Exch of Auto Club<br>A/S/O Kanisha Bennett | 12-04-24 |
| 57. | Jonathan Ahn  | Vehicle Damages | Jonathan Ahn                                     | 11-12-24 |
| 58. | Kazuhisa Yanagi   | Vehicle Damages | Kazuhisa Yanagi                                  | 01-06-25 |
| 59. | Kendra Barbula  | Vehicle Damages | Kendra Barbula                                   | 01-14-25 |
| 60. | LaTonya Bradley   | Vehicle Damages | LaTonya Bradley                                  | 12-04-24 |
| 61. | Marlene Bisellach   | Vehicle Damages | Marlene Bisellach                                | 12-04-24 |
| 62. | Thomas O'Neil<br>O'Neil & Matusek, LLP                    | Vehicle Damages | Missme Zaman                                     | 12-09-24 |
| 63. | Lior Katz<br>Katz Law, APC                                | Vehicle Damages | Nia Iman Beckwith                                | 12-06-24 |
| 64. | Jack Gevorkyan<br>Zwirn, Gevorkyan &<br>Sogoyan, LLP      | Vehicle Damages | Paula Tamariz                                    | 01-13-25 |

|     |  |                 |  |          |
|-----|--|-----------------|--|----------|
| 65. | Lucas Gray<br>State Farm   | Vehicle Damages | Rafael Adame Jr.   | 07-11-23 |
| 66. | Thomas O'Neil<br>O'Neil & Matusek, LLP   | Vehicle Damages | Runiya Akter   | 12-09-24 |
| 67. | Kaitlyn Miyawaki<br>Subro Claims   | Vehicle Damages | Subro Claims, Inc obo<br>Geico Ins aso Marina<br>Melkonova | 09-12-24 |
| 68. | Dawn Mitchell<br>Progressive subrogation<br>United Financial Casualty<br>Company | Vehicle Damages | United Financial<br>Casualty Company a/s/o<br>McCune, Tim  | 09-28-24 |
| 69. | Edward Y. Lee<br>Law Offices of Edward Y.<br>Lee                                 | Vehicle Damages | Yinzhen Wang   | 08-01-24 |

**WILLIAMS AND STATE PRESCHOOL HEALTH AND SAFETY  
UNIFORM COMPLAINT  
QUARTERLY REPORT SUMMARY  
2<sup>nd</sup> Quarter 2024/2025**

**DISTRICT NAME:** Los Angeles Unified School District

**DATE:** January 13, 2025

**QUARTER COVERED BY THIS REPORT:**

October, November, December 2025

**Williams Uniform Complaints:**

|  | Number of Complaints<br>Received in Quarter | Number of Complaints<br>Resolved | Number of Complaints<br>Unresolved |
|--|---|----------------------------------|------------------------------------|
| Textbooks and<br>Instructional Materials | 2   | 2                                | 0                                  |
| Facility Conditions                      | 73  | 72                               | 1                                  |
| Teacher Vacancy or<br>Misassignment      | 0   | 0                                | 0                                  |
| <b>Totals</b>                            | <b>75</b>                                   | <b>74</b>                        | <b>1</b>                           |

**State Preschool Health and Safety:**

|                     | Number of Complaints<br>Received in Quarter | Number of Complaints<br>Resolved | Number of Complaints<br>Unresolved |
|---------------------|---|----------------------------------|------------------------------------|
| Facility Conditions | 0   | 0                                | 0                                  |
| Visual Supervision  | 0   | 0                                | 0                                  |
| <b>Totals</b>       | <b>0</b>                                    | <b>0</b>                         | <b>0</b>                           |

**SUBMITTED BY:** Binh Nguyen *BV*

**TITLE:** Director, Office of Student Civil Rights, Office of the General Counsel

Please be advised that the one unresolved complaint is still within the 30-day deadline. It is currently under investigation and will be resolved within the 30-day grace period.

**Williams Project**  
Record Distribution Report  
2024-2025 – 2<sup>nd</sup> Quarterly Report  
January 13, 2025

| Board Member       |            |              |              |    |    |    |       |
|--------------------|------------|--------------|--------------|----|----|----|-------|
| Board Member       | Gross UCPs | Non-Wms UCPs | Net Wms UCPs | IM | MO | HR | Total |
| 1                  | 5          | 0            | 5            | 0  | 5  | 0  | 5     |
| 2                  | 26         | 0            | 26           | 2  | 24 | 0  | 26    |
| 3                  | 25         | 0            | 25           | 0  | 25 | 0  | 25    |
| 4                  | 3          | 0            | 3            | 0  | 3  | 0  | 3     |
| 5                  | 2          | 0            | 2            | 0  | 2  | 0  | 2     |
| 6                  | 10         | 0            | 10           | 0  | 10 | 0  | 10    |
| 7                  | 4          | 0            | 4            | 0  | 4  | 0  | 4     |
| Other/Districtwide | 0          | 0            | 0            | 0  | 0  | 0  | 0     |
| Not Applicable     | 0          | 0            | 0            | 0  | 0  | 0  | 0     |
| TOTAL              | 75         | 0            | 75           | 2  | 73 | 0  | 75    |
| Local District     |            |              |              |    |    |    |       |
| Local District     | Gross UCPs | Non-Wms UCPs | Net Wms UCPs | IM | MO | HR | Total |
| North              | 35         | 0            | 35           | 0  | 35 | 0  | 35    |
| South              | 5          | 0            | 5            | 0  | 5  | 0  | 5     |
| East               | 28         | 0            | 28           | 2  | 26 | 0  | 28    |
| West               | 6          | 0            | 6            | 0  | 6  | 0  | 6     |
| Non-Public         | 0          | 0            | 0            | 0  | 0  | 0  | 0     |
| Not Applicable     | 0          | 0            | 0            | 0  | 0  | 0  | 0     |
| DACE               | 1          | 0            | 1            | 0  | 1  | 0  | 1     |
| TOTAL              | 75         | 0            | 75           | 2  | 73 | 0  | 75    |
| Subject Area       |            |              |              |    |    |    |       |
| Subject Area       | Gross UCPs | Non-Wms UCPs | Net Wms UCPs |    |    |    |       |
| IM                 | 2          | 0            | 2            |    |    |    |       |
| MO                 | 73         | 0            | 73           |    |    |    |       |
| HR                 | 0          | 0            | 0            |    |    |    |       |
|                    |            |              |              |    |    |    |       |
| Non-Williams       | 0          | 0            | 0            |    |    |    |       |
| TOTAL              | 75         | 0            | 75           |    |    |    |       |
| 2024-2025 UCPs     |            |              |              |    |    |    |       |
| Quarter            | Net UCPs   | IM           | MO           | HR |    |    |       |
| Q1                 | 188        | 40           | 138          | 10 |    |    |       |
| Q2                 | 75         | 2            | 73           | 0  |    |    |       |
| Q3                 | 0          | 0            | 0            | 0  |    |    |       |
| Q4                 | 0          | 0            | 0            | 0  |    |    |       |
| TOTAL              | 263        | 42           | 211          | 10 |    |    |       |

Legend: UCPs=Uniform Complaint Procedures; Wms=Williams; IM=Instructional Materials/Textbooks; MO=Facilities;  
HR=Human Resources (Teacher Assignments)

# TAB 26



## Board of Education Report

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**File #:** Min-004-24/25, **Version:** 1**Agenda Date:** 2/11/2025**In Control:** Board of Education

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Minutes for Board Approval (Min-004-24/25)

February 13, 2024 Regular Board Meeting, 1:00 p.m.  
April 9, 2024 Regular Closed Session, 9:00 a.m.  
April 9, 2024 Regular Board Meeting, 1:00 p.m.  
May 28, 2024 Special Closed Session, 9:00 a.m.  
June 4, 2024 Regular Closed Session, 9:00 a.m.  
June 4, 2024 Regular Board Meeting, 1:00 p.m.  
June 25, 2024 Special Board Meeting, 11:00 a.m.  
June 25, 2024 Regular Closed Session, 9:00 a.m.  
August 13, 2024 Regular Board Meeting, 10:00 a.m.

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES**  
**GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

**REGULAR BOARD MEETING MINUTES**

333 South Beaudry Avenue, Board Room

1:00 p.m., Tuesday, February 13, 2024

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, February 13, 2024, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Board President Jackie Goldberg, called the meeting to order at 1:41 p.m.

The following Board Members were present: Dr. Rocío Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin, Ms. Kelly Gonez, Ms. Tanya Ortiz Franklin and Board President Jackie Goldberg.

Dr. George McKenna attended the meeting via teleconference.

Student Board Member, Karen Ramirez, was present.

Superintendent Alberto M. Carvalho was present.

Mark Twain Middle School, Board District 4, led the Pledge of Allegiance.

**BOARD PRESIDENT'S REPORT**

Ms. Goldberg made brief remarks about the Celebration of Black History month and the Celebration of the Lunar New Year.

- - -

Board President Goldberg modified the Order of Business.

- - -

**SUPERINTENDENT'S REPORT**

Superintendent Carvalho introduced the Lift Every Voice and Sing performance by Cody Holmes, a Student at Hamilton High School. He also introduced the Hamilton High School Dance Team, taught by Latrece Douglas, performing to Nina Simone's - I wish I knew how it would feel to be free.

- - -

Board President Goldberg resumed the Order of Business.

- - -

## **BOARD PRESIDENT'S REPORT**

### **LABOR PARTNERS**

Neri Paez, President of AALA, shared concerns regarding schools losing administrators due to the proposed budget and the safety of students due to defunding the LASPD. He provided the Board with a handout stating job actions in which AALA members will participate.

Max Arias, Executive Director of Local 99 SEIU, publicly sunshined and announced the initial bargaining proposals for Units B, C, F, and G.

Angela Othello, Healthcare Assistant, Local 99 SEIU Member, Miguel Contreras Learning Complex, explained the necessity for expanding Healthcare Assistant hours on campus for the safety of students.

Sharmell Lee, a Special Education Assistant, and Local 99 SEIU Member, explained the necessity of expanding Special Education Assistant hours on campus for the safety of students.

Gloria Martinez, a UTLA member, shared her support for the Local 99 SEIU members and their needs, the lack of community-based safety programs, and the Proposition 39 Charter Schools Co-Location Policy.

## **CONSENT ITEMS**

Items for action below to be adopted by single vote:

### **NEW BUSINESS FOR ACTION:**

- |        |   |
|--------|---|
| Tab 1: | BOARD OF EDUCATION REPORT NO. 150-23/24<br>Approval of Procurement Actions  |
| Tab 2: | BOARD OF EDUCATION REPORT NO. 156-23/24<br>Approval of Facilities Contract Actions  |
| Tab 3: | BOARD OF EDUCATION REPORT NO. 170-23/24<br>Define and approve the Nevin Avenue Elementary School Library Renovation Project and amend the Facilities Services Division Strategic Execution Plan to Incorporate therein. |
| Tab 4: | BOARD OF EDUCATION REPORT NO. 179-23/24<br>Define and Approve Six Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein       |
| Tab 5: | BOARD OF EDUCATION REPORT NO. 171-23/24<br>Report of Cash Disbursements Report of Corporate Credit Card Charges   |
| Tab 6: | BOARD OF EDUCATION REPORT NO. 172-23/24<br>Donations of Money to the District   |



- Tab 7: BOARD OF EDUCATION REPORT NO. 175-23/24  
Approval of Routine Personnel Actions
- Tab 10: BOARD OF EDUCATION REPORT NO. 080-23/24  
Approval of the GATES Foundation R&D Partnership for Math Equity Grant Award

#### BOARD MEMBER RESOLUTIONS FOR ACTION

- Tab 12: Dr. McKenna, Ms. Ortiz Franklin, Ms. Gonez, and Dr. Rivas – Celebration of Black History Month 2024 (Res-019-23/24) (Noticed January 23, 2024)

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

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

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

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

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

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

Whereas, Established by Dr. Carter G. Woodson in 1915, the Association for the Study of African American Life and History (ASALH) strives to promote, research, preserve, interpret, and disseminate information about Black life, history, and culture to the global community;

Whereas, The 2024 theme for Black History Month established by the ASALH is “African Americans and the Arts”;

Whereas, For centuries Western intellectuals denied and minimized the contributions of people of African descent to the arts, even as their artistry in many genres was mimicked

and stolen. In truth, the African American experience is woven throughout visual and performing arts, literature, fashion, folklore, language, film, music, architecture, culinary arts and various other forms of cultural expression;

Whereas, African American art is infused with African, Caribbean, and the Black American lived experiences. Artistic and cultural movements such as the New Negro, Black Arts, Black Renaissance, hip-hop, and Afrofuturism, have been led by people of African descent and set the standard for popular trends around the world;

Whereas, There is an unbroken chain of Black art production from antiquity to the present, from Egypt across Africa, from Europe to the New World. From the African traditions of woven sweetgrass baskets to the birth of Negro spirituals. From the creation of the blues, the foundation for gospel and soul music, to the recently celebrated 50-year anniversary of hip hop. From the Harlem Renaissance of the 1920s and 1930s to the Black Arts Movement of the 1960s;

Whereas, African American artists have historically served as change agents, using their crafts to uplift the race, speak truth to power and inspire a nation. Spirituals, gospel, folk music, hip-hop, and rap have been used to express struggle, hope, and for solidarity in the face of racial oppression. Black artists have used poetry, fiction, short stories, essays, paintings, sculpture, plays, films, and television to counter stereotypes and to imagine a present and future with Black people in it;

Whereas, Black History Month aims to mitigate the persistent and ongoing failure to acknowledge the contributions of Black Culture, Black Inventors, Black Artists, Black Artisans, Black Advocacy Black Leaders, and Black Civic Engagement to American history and society;

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

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

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

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

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

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

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

Tab 13: Mr. Schmerelson, Dr. Rivas, Ms. Goldberg, Ms. Gonez, Ms. Ortiz Franklin - Read Across America Week (Res 021-23/24) (Noticed January 23, 2024)

Whereas, Reading is a fundamental skill for all people that incorporates into nearly every aspect of their academic, professional, and personal lives;

Whereas, The Los Angeles Unified School District is committed to literacy excellence through its strategic pillar to provide high-quality instruction, college readiness, and the elimination of opportunity gaps for all students;

Whereas, The National Center for Education Statistics stated that, based on the NAEP, only 31% of California students were proficient or above in reading in the year 2022;

Whereas, The District saw a 9-point increase in reading scores for the 2021-2022 school year;

Whereas, According to the California Assessment of Student Performance and Progress system, 41.17% of district students met or exceeded the English Language Arts standard, below the state average of 46.66%;

Whereas, The District has taken the initiative to hire and retain interventionists, who assist students with reading and comprehension from elementary to high school;

Whereas, The District has hired literacy coaches to help train educators and staff in literacy strategies;

Whereas, The District acknowledges the difficulties some students face in their academics due to historical and systemic lack of resources to aid in their educational pursuits;

Whereas, The District recently adopted literacy strategies and models that align with the science of reading, training 3,213 teachers, including 350 special educators in LETRS and 6,783 teachers, including 634 special educators, in Orton-Gillingham;

Whereas, Read Across America Week was started by the National Education Association (NEA) in 1998 to celebrate and acknowledge the importance of reading to students;

Whereas, The Start of Read Across America Week is on March 2, to commemorate the beloved children's author, Theodor Seuss Geisel, more commonly known as Dr. Seuss; and

Whereas, Read Across America Week is celebrated throughout the country, commemorated through public readings and events that celebrate literature; now, therefore be it,

Resolved, That the Governing Board of the Los Angeles Unified School District Commemorates Read Across America Week during the week starting March 2 to March 6, 2023;

Resolved further, That the Los Angeles Unified School District encourages teachers, staff, students, and parents, to establish or reestablish their connections to their favorite pieces of literature;

Resolved further, That the District encourages the entire Los Angeles Unified community, including parents, to also be involved in reading, and suggests parent centers to also talk to parents about the importance of reading to their children starting at young ages;

Resolved further, That the District encourages schools to host appropriate events at their sites during Read Across America Week, with displays, readings from teachers and parents, or other creative ways to enhance students' love for reading;

Resolved further, That the District reaffirms its commitment to the current timeline that by 2026, 3rd-grade students will be 30 points closer to proficiency in English Language Arts while helping students in grades 3-8 and 11th closer to proficiency; and, be it finally;

Resolved, That the District wishes every member of the Los Angeles Unified Community happy reading during our celebration.

Ms. Goldberg announced the following:

#### BOARD MEMBER RESOLUTIONS FOR INITIAL ANNOUNCEMENT

Tab 14: Mr. Schmerelson, Dr. McKenna, Dr. Rivas - LAUSD Art Appreciation and Celebration Week (Res 020-23/24)

Whereas, The Los Angeles Unified School District has expanded opportunities for students to showcase their artistic talents through dance, music, theater, media, and the visual arts through the Arts Education Branch;

Whereas, In September 2013, The District passed, “Arts at the Core: Implementing the Arts Education and Creative Network Plan,” which called for increased funding, high-quality professional development, policy guidelines, and others in the educational arts field;

Whereas, The District acknowledges the importance of creativity and individuality in the students, realizing art is part of their lives, cultures, identities, etc;

Whereas, The District identifies 33 magnet schools that have a dedication to the performing or visual arts;

Whereas, The District recognizes 40 Arts Community Partnerships throughout the Los Angeles Region, connecting students from marginalized communities to dance, theater, music, and paint instruction, among others;

Whereas, The District has designated Art Weeks for students to showcase their artistic talents during the months of April and May;

Whereas, Since 1976, The State of California has had a dedicated arts council that has distributed millions of dollars, to local arts organizations, including schools, to ensure students harness the power of their creativity;

Whereas, The California Arts Council recently allocated more than \$32 million, with Los Angeles receiving \$8,576,779 for organizations, some of whom are partners with the District, such as 24th Street Theatre, Enrichment Works, and Versa-Style Dance Co.;

Whereas, In 2022, voters of The State of California overwhelmingly passed Proposition 28, resulting in ongoing 1% of K-12 funding from Prop 98 to be allocated to arts education programs, most recently allocating over \$900 million for arts education in the state;

Whereas, The Los Angeles Region is home to many different media companies, world-famous actors, artists, and writers, and is seen as a major media hub around the world;

Whereas, The Los Angeles Economic Development Corporation has identified that a combination of the film, television, music, the visual and performing arts, generates over \$173,100,000,000 in economic impact while generating hundreds of thousands of jobs;

Whereas, Research shows that children exposed to the arts are more likely to contribute to civic engagement and social tolerance when they reach adulthood;

Whereas, Arts Education has been shown to have a positive impact on students with increased attendance, better communication skills, an increase in self-confidence, and a better interest in their overall education; and

Whereas, The District's Strategic Plan sets a standard to provide students with high-quality instruction, Pilar 1A, enriching experiences, 1B, and eliminating opportunity gaps, 1C; now, therefore be it

Resolved, That the Los Angeles Unified School District will designate March 18 through March 22 as District Art Appreciation and Celebration Week;

Resolved further, That the District Art Week will expand from the visual and performing arts to also include photography, short stories, poetry, and verbal storytelling;

Resolved further, That the Governing Board of the Los Angeles Unified School District will recommend the superintendent or a designee to seek appropriate spaces around the district or through external partners to showcase our students' artistic talents;

Resolved further, That the District shall extend invitations for all District schools, at all grade levels, to participate in this showcase, either as performers or spectators, it being at the discretion of school leadership; and, be it finally

Resolved, That Board of The Los Angeles Unified School District will recommend that the District seek ways of incorporating the arts into social-emotional learning strategies as a means to provide students with diverse outlets of support in addition to current strategies.

Tab 15. Mr. Schmerelson- Observing March 21 as Down Syndrome Awareness Day (Res-023-23/24)

Whereas, The Los Angeles Unified School District is committed to academic excellence, joy, and wellness for all students regardless of disability through strategic pillars 1 and 2;

Whereas, The District advocates heavily for the destigmatization of students who have faced either physical or mental challenges;

Whereas, Down Syndrome is a genetic occurrence caused by extra material in chromosome 21 that results in intellectual disability. It is not yet known why this occurs;

Whereas, The estimated incidence of Down Syndrome is between 1 in 1,000 to 1 in 1,100 live births worldwide;

Whereas, Each year approximately 3,000 to 5,000 children are born with this chromosome disorder and it is believed there are about 250,000 families in the United States of America who are affected by Down Syndrome;

Whereas, The quality of life of people with Down Syndrome can be improved by meeting their health care needs, including regular check-ups with health professionals to monitor mental and physical condition and providing timely intervention, be it physiotherapy, occupational therapy, speech therapy, counseling or special education;

Whereas, Individuals with Down Syndrome can achieve optimal quality of life through guardian care and support, medical guidance, and community-based support systems like inclusive education at all levels. This facilitates their participation in society and the fulfillment of their personal potential;

Whereas, The reality today is that society, at times, can demonstrate negative attitudes, low expectations, discrimination, and exclusion, which can ensure that people with Down syndrome are left behind. This can also occur within the disability and the Down Syndrome communities;

Whereas, There is a need to build the capacity of people with Down Syndrome to meet the challenges faced across their lifetimes and to support them with the opportunities and tools needed to live fulfilling lives;

Whereas, World Down Syndrome Day was first observed in 2006 in many countries around the world;

Whereas, In December 2011, the United Nations General Assembly declared March 21<sup>st</sup> as World Down Syndrome Day. This resolution was co-sponsored by 78 United Nations Member States;

Whereas, Down Syndrome International (DSi) encourages people all over the world to choose their own activities and events on March 21<sup>st</sup> to help raise awareness of what Down Syndrome is, what it means to have Down Syndrome, and how people with Down Syndrome play a vital role in our lives and communities; and

Whereas, The 2024 DSi World Down Syndrome Day is encouraging participation with the theme being “End the Stereotypes” and using the hashtags #EndtheStereotypes and #WorldDownSyndromeDay on social media pages; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims March 21<sup>st</sup> as World Down Syndrome Awareness Day;

Resolved further, That the District will enhance resources regarding Down Syndrome to all LAUSD parents through school Parent Centers and school coordinators; and be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District encourages all qualified staff to observe March 21<sup>st</sup>, World Down Syndrome Awareness Day, by holding productive conversations with students to continue with the destigmatization of Down Syndrome.

## RESOLUTIONS REQUESTED BY THE SUPERINTENDENT

- Tab 16. Reappointment of Member to School Construction Bond Citizens' Oversight Committee (Sup-Res-004-23/24)

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the reappointment of Mr. Chad Boggio, representing the Los Angeles County Federation of Labor, AFL-CIO, as a member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing immediately. Mr. Boggio is not an employee, official, vendor, contractor, or consultant of the District.

## CORRESPONDENCE AND PETITIONS

- Tab 17. Report of Correspondence including Williams Settlement Quarterly Report Summary (ROC-007-23/24)

## MISCELLANEOUS BUSINESS

- Tab 18. For Discussion - Mid-Year Annual Update to the 2023-24 LAUSD Local Control and Accountability Plan (008-23/24)
- Tab 19. For Discussion - Mid-Year Annual Update to the 2023-24 Affiliated Charter School Local Control and Accountability Plans (009-23/24)
- Tab 20. December 12, 2023 Annual Board Meeting, 9 a.m.

## PUBLIC NOTICE OF BARGAINING UNION INITIAL PROPOSALS

- Tab 21. SEIU Local 99 (Units B, C, F, G) Initial Bargaining Proposals for 2024 Successor (UIP-002-23/24) Initial proposals from collective bargaining representatives are made public before negotiations begin.



## BOARD MEMBER RESOLUTION FOR ACTION

Tab 12: Dr. McKenna, Ms. Ortiz Franklin, Ms. Gonez, and Dr. Rivas – Celebration of Black History Month 2024 (Res-019-23 /24) (Noticed January 23, 2024)

Dr. McKenna announced that the winners of the Board District 1, 2024, Black History Essay Contest.

The following winners recited their essays:

- Carter Lane, 2<sup>nd</sup> Grade Student, Overland Avenue Elementary School
- Chloe Andrews, 8th Grade, Girls Academic Leadership Academy
- London Baptiste 10<sup>th</sup> Grade, Middle College High School
- 

Dr. McKenna announced that the essays would be published in the Board District 1 newsletter and the Los Angeles Sentinel newspaper.

- - -

Board President Goldberg modified the Order of Business.

- - -

### **BOARD PRESIDENT'S REPORT CONTINUED**

#### COMMITTEE REPORT'S

Ms. Ortiz Franklin Reported on the January 18, 2024, School Climate and Safety Committee meeting.

Mr. Schmerelson reported on the January 30, 2024, Committee of the Whole meeting.

Mr. Melvoin reported on the January 30, Facilities and Procurement meeting.

Ms. Goldberg reported on the January 25, 2024, Curriculum and Instruction Committee meeting.

- - -

Board President Goldberg resumed the Order of Business.

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### **CONSENT ITEMS continued**

#### NEW BUSINESS FOR ACTION continued:

Mr. Melvoin moved the consent calendar. Ms. Gonez seconded the motion.

The following speakers addressed the Board on the Consent items:

Tab 4- Board of Education Report No. 179 – 23/24, Define and Approve Six Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

- Ana Carrion – Off Topic

Tab 7- Board of Education Report No. 175 – Approval of Routine Personnel Actions

- Dr. Alicia Montgomery, Center for Powerful Public Schools
- Peter Watts
- Christopher Sullivan
- Joanna French, Director, Statewide Strategies at Innovate Public Schools
- Elizabeth Reyna

Mr. McLean read the following statement regarding Senior Management contracts

Presented to the board for approval as part of the routine agenda item are the employment agreements for two certificated employees previously appointed at January 23, 2024 Board Meeting. Government code section 54953 requires the Board, prior to taking final action, provide an oral summary of a recommendation for our final action on salary, salary schedule or compensation paid in the form of fringe benefits of a local agency executive, including certificated employees during an open meeting, in which the final action is to be taken.

The following certificated employees the board is considering will receive:

1. Regular health and welfare benefits accorded for 12 months to Certificated Administrative employees of the District;
2. Standard Senior Management, District, vacation and illness days - 24 vacation days, 13 full pay illness days and 87 half pay on illness days.
3. Use of a District automobile or monthly car allowance of \$250
4. A term commencing on February 14, 2024 and ending on June 30, 2025.
5. An annual salary as follows:
  - a. \$239,935 for Frank Serrato as Chief Human Resources Officer
  - b. \$217,296 for Travis Brandy as Senior Director of Black Student Initiatives

Before the Board of Education takes, action speakers will be heard.

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Board President Goldberg modified the Order of Business.

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### **NEW BUSINESS FOR ACTION**

Tab 11: BOARD OF EDUCATION REPORT NO. 200-23/24  
Approval of the Proposition 39 Charter Schools Co-Location Policy

The following speakers addressed the Board on the Consent items:

- Keith Dell Aquila yielded his time
- Gayane Ghardyan
- Alejandra Hernandez shared time with Elany Morias
- Nicole Doucette
- Tanya Flores shared time with Chris Eggleston
- Armaghan Khan shared time with Laura Escudero
- Justine Gonzalez yielded his time to Crystal Hicks
- Maria Francisco
- Antonia Montes
- Biggi Schilder

Dr. Rivas moved the item. Mr. Schmerelson seconded the motion.

Remarks were heard from Board Members, and Superintendent Carvalho.

On roll call vote, the item was adopted. The vote was 4 ayes, and 3 noes, Mr. Melvoin, Ms. Gonez, Ms. Ortiz Franklin.

Student Board Member, Ramirez recorded an advisory vote of aye.

### **PUBLIC COMMENT**

The following speakers addressed the Board:

- Maria Luisa Palma, Oleada, Inc., Student Safety
- Ezekiel Mitchell, Better funding for Schools in South LA
- Genesis Orruego, Students Deserve
- Jaleah Harris, Community Coalition, Defund School Police
- Dayana De La Torre, Senior Manager, GPSN
- Joshshe Henderson, Community Coalition, Defund School Police
- Chris Egg yielded time to Jewell
- Laura Escondro yielded time to RJ
- Patrica Santiago yielded time to Steven Ortega
- Kiana Cotton, Black Student Achievement
- Antoine Taylor, Teacher, 9<sup>th</sup> Street Elementary School
- Sherifa Miranda-Tiamiyu, Diversity In Leadership Institute

- Moletha Gibson, Black Education Advocated Network
- Madison Greene, Student, Washington Prep High School, Defund School Police
- Maria Juanita yielded her time to Jessica Chavez
- Elizabeth yielded her time to 28<sup>th</sup> Street Elementary School teachers
- Alberto Rios yielded time to Sabrina Higgins, Community Based Safety

### **CONSENT ITEMS continued**

The following speakers addressed the Board on the Consent items:

#### Tab 7, Board of Education Report No. 175-23/24, Approval of Routine Personnel Actions

- Christopher Sullivan, Off Topic
- Serina Sande, Educators for Excellence, Black Educators
- Peter Watts, Watts Power Foundation, Black Educators
- Elizabeth Reyna, Educator in Local District East, Black Educators
- Joanna French

#### Tab 12, Dr. McKenna, Ms. Ortiz Franklin, Ms. Gonez, and Dr. Rivas – Celebration of Black History Month 2024 (Res-019-23/24) (Noticed January 23, 2024)

- Laura McGowan-Robinson, Diversity in Leadership Institute
- Jalisa Evans, CEO, Black Educators Advocate Network
- Jayden Frazier, Student, Defund School Police, BSAP
- Mayra Lara, Director, Southern California Partnership & Engagements, Interest West
- Keon Thomas-Hill, Student, Defund School Police
- Leo Ceron, Student's Deserve, School Safety

#### Tab 13, Mr. Schmerelson, Dr. Rivas, Ms. Goldberg, Ms. Gonez, Ms. Ortiz Franklin - Read Across America Week (Res 021-23/24) (Noticed January 23, 2024)

- Melanny Rivera, Off Topic
- Allison Montgomery, Off Topic
- Jaymon Frazier, Off Topic
- Dylan Montes, Off Topic
- Lakell White, Off Topic
- Sikivu H, Off Topic

Remarks were heard from Superintendent Carvalho regarding the Off Topic comments from public speakers.

Remarks were heard from Board members regarding the resolution.

Tab 17, Report of Correspondence including Williams Settlement Quarterly Report Summary (ROC-007-23/24)

Mr. McLean read the following public hearing statement:

Before action is taken on the Report of Correspondence regarding the Williams Settlement Uniform Complaint Quarterly Report Summary from the Director of the Educational Equity Compliance Office, a public hearing must be held.

This constitutes a public hearing on the report, and a maximum of 12 individuals who wish to address the Board on this item will be heard. Those who wish to speak and have not already signed-up should sign-up online or in the rear of the Board Room. Speakers will be called by name.

The following speaker addressed the Board:

- Diana Guillen

Mr. Melvoin moved that the items on the Consent calendar be adopted. Mr. Schmerelson seconded the motion.

On roll call vote the consent items were adopted. The vote was 6 ayes.

Mr. McLean held the roll call open to record Dr. Rivas' vote.

Later in the meeting, Dr. Rivas voted aye.

The final vote on the consent items was 7 ayes.

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Board President Goldberg resumed the Order of Business.

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**NEW BUSINESS FOR ACTION continued**

**Tab 9: Board of Education Report No. 177-23/24, March 15 Notices to Administrators**

The following speaker addressed the Board:

- Kamela Smith, Parent

Remarks were heard from Board members.

Mr. Melvoin moved that the item be adopted. Mr. Schmerelson seconded the motion.

On roll call vote the item was adopted. The vote was 6 ayes. 1 abstention, Ms. Gonez.

**Tab 8: Board of Education Report No. 177-23/24, Provisional Internship Permits**

Mr. Melvoin moved that the item be adopted. Mr. Schmerelson seconded the motion.

On roll call vote the item was adopted. The vote was 7 ayes.

Mr. McLean announced that Tab 18, the LAUSD Local Control and Accountability Plan (008-23/24) and the Mid-Year Annual Update to the 2023-24 Affiliated Charter School Local Control, and Tab 19, Accountability Plans (009-23/24), has been received and presented to the Board.

**ADJOURNMENT**

Dr. Rivas asked the Board to adjourn the meeting in memory of Jonathan Diaz, a senior at Roosevelt High School in Board District 2.

On motion by Dr. Rivas, seconded by Mr. Melvoin, and by general consent the meeting was adjourned at 5:58 p.m.

APPROVED BY THE BOARD:

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JACKIE GOLDBERG  
PRESIDENT

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MICHAEL MCLEAN  
EXECUTIVE OFFICER OF THE BOARD

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

REGULAR BOARD MEETING MINUTES

Including Closed Session Items  
333 South Beaudry Avenue, Board Room  
9:00 a.m., Tuesday, April 9, 2024

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, April 9, 2024, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board of Education, called the meeting to order at 9:03 a.m.

The following Board Members were present: Dr. Rocío Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin and Board President Jackie Goldberg.

Mr. McLean announced that Mr. McKenna will be observing the meeting via Zoom on account of an illness.

Ms. Tanya Ortiz Franklin arrived at 9:07 a.m.

Ms. Kelly Gonez arrived at 9:45 a.m.

Dr. Karla Estrada, Deputy Superintendent of Instruction, occupied Superintendent Alberto M. Carvalho's chair until his arrival at 9:10 a.m.

**CLOSED SESSION ITEMS (Purpose and Authority)**

Mr. McLean announced that the following items would be discussed in closed session:

1. Student Discipline Matters (Education Code Section 48918[c][f])

2. Personnel (Government Code Section 54957)

Public Employee Discipline/Dismissal/Release

Superintendent's Evaluation

3. Conference with Legal Counsel

Anticipated Litigation (Government Code Section 54956.9[d][4])

1 case

Pending Litigation (Government Code Section 54956.9[d][1])

Giselle L., et al. v. Los Angeles Unified School District  
Los Angeles Superior Court Case No. 18STCV03371

John H.G. Doe v. Los Angeles Unified School District, et al.  
Los Angeles Superior Court Case No. 21STCV45279

Los Angeles Unified School District v. Hanes Geo Components  
Los Angeles Superior Court Case No. 18NWCv00201

4. Conference with Labor Negotiators (Government Code Section 54957.6)

Negotiator: Dr. Murphy

Employee Organizations:

Associated Administrators of Los Angeles  
California School Employees Association  
Los Angeles County Building and Construction Trades Council  
Los Angeles School Police Association  
Los Angeles School Police Management Association  
Service Employees International Union, SEIU Local 99  
Teamsters  
United Teachers Los Angeles  
District Represented Employees and Contract Management Personnel

### **PUBLIC COMMENT**

The following speakers addressed the Board on the subjects indicated:

#### **Tab 1: Student Discipline Matters**

- Phil Kanarsh, Law Student, Loyola Law School

#### **Tab 2: Personnel**

- Joyce Mebane, Community Member
- Iris Celaya, Parent
- Lili Hernandez, Parent
- Patricia Hernandez, Parent

*Later in the meeting David Tokofsky, community member, spoke under Tab 3, Conference with Legal Counsel.*

### **General Public Comment**

- Monica Arrazola, Parent, School Safety, Support for School Police
- Juan Magandi, Parent, School Safety
- Alma Zuniga, Parent, School Safety
- Barbara Foster, Teacher, Principal Retaliation
- Diana Guillen, Parent, School Safety, Support for School Police
- Sydne Marx, Magnet Coordinator, Vote of No Confidence at Lovelia P. Flournoy Elementary
- Ayde Bravo, Teacher, Poor School Management
- Karla Franco, Parent, School Safety, Support for School Police
- Janet Galindo, Parent, School Safety, Support for School Police
- Erika Glupker, Parent, Student Abuse



- Erlinda Morita, Parent, Teacher Needed at Downtown Magnet High School, School Safety
- Maria Luisa Palma, Oleada, Inc., School Safety, Support for School Police
- Maria Daisy Ortiz, Community Member, School Safety
- Marcela Garcia, Parent, School Safety, Support for School Police
- Julio Tixol, Parent, School Safety, Support for School Police
- Norma Gonzalez, Parent, School Safety

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The Board recessed the public portion of the closed session meeting at 9:59 a.m. Closed session discussion began at 10:15 a.m. and ended at 1:45 p.m. The following Board Members were present: Dr. Rivas, Mr. Schmerelson, Mr. Melvoin, Ms. Gonez, Ms. Ortiz Franklin and Board President Goldberg.

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The Board reconvened the public portion of the closed session meeting at 1:51 p.m.

The following Board Members were present: Mr. Schmerelson, Mr. Melvoin, Ms. Gonez, Ms. Ortiz Franklin, Dr. Rivas and Board President Goldberg.

Superintendent Alberto M. Carvalho was also present.

Mr. McLean announced the following reportable actions as a result of the closed session discussion:

- The Board of Education approved the expulsion of students in case numbers 049-23/24, 050-23/24, 051-23/24, 052-23/24, 053-23/24, 054-23/24, 055-23/24, 056-23/24, 057-23/24, 058-23/24, 059-23/24, 060-23/24, 061-23/24, 062-23/24 with the recommended dispositions. The vote was 6 ayes, 1 absent, Dr. McKenna.
- The Board of Education further approved the conditional enrollment of the student in case number 17A-23/24. The vote was 6 ayes, 1 absent, Dr. McKenna.
- The Board of Education authorized the dismissal of two certificated employees. The vote was 6 ayes, 1 absent, Dr. McKenna.
- The Board of Education authorized the settlement in the case Giselle L., et al. v. Los Angeles Unified School District. Terms and conditions will be available upon the finalization of the agreement. The vote was 6 ayes, 1 absent, Dr. McKenna.
- The Board of Education authorized the settlement in the case John H.G. Doe v. Los Angeles Unified School District, et al. Terms and conditions will be available upon the finalization of the agreement. The vote was 6 ayes, 1 absent, Dr. McKenna.
- The Board of Education authorized the settlement in the case Los Angeles Unified School District v. Hanes Geo Components. Terms and conditions will be available upon the finalization of the agreement. The vote was 6 ayes, 1 absent, Dr. McKenna.

**ADJOURNMENT**

The meeting was adjourned at 1:53 p.m.

**APPROVED BY THE BOARD:**

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JACKIE GOLDBERG  
PRESIDENT

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MICHAEL MCLEAN  
EXECUTIVE OFFICER OF THE BOARD

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**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES**  
**GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

**REGULAR BOARD MEETING MINUTES**

333 South Beaudry Avenue, Board Room

1:00 p.m., Tuesday, April 9, 2024

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, April 9, 2024, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Board President Jackie Goldberg, called the meeting to order at 1:57 p.m.

The following Board Members were present: Dr. Rocío Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin, Ms. Kelly Gonez, Ms. Tanya Ortiz Franklin and Board President Jackie Goldberg.

Dr. George McKenna was absent.

Student Board Member, Karen Ramirez, was present.

Superintendent Alberto M. Carvalho was present.

Hillery T. Broadous Elementary School in Board District 6, led the Pledge of Allegiance.

**BOARD PRESIDENT'S REPORT**

Ms. Goldberg made brief remarks about the significance of April as Autism Acceptance Month and April 12, a Day of Silence in support of LGBTQ+.

**LABOR PARTNERS**

Cynthia Matthews, Board of Directors, United Teachers of Los Angeles (UTLA), spoke to the Board about Board of Education Report No. 227-23/24, Secondary Career Technical Education Stakeholders Advisory Committee; Board of Education Report No. 158, Approval of Facilities Contract Actions, attachment B, item P, and attachment A, item F; and Multilingual Language Learner Support.

Frances Parrish, California School Employees Association (CSEA), raised several issues that require attention: the need for more efficient processing of volunteers, concerns about flexible spending, minimal staffing at schools, the role of Library Aides, and the importance of Classified School Employee Week.

## COMMITTEE REPORTS

Ms. Rivas reported on the March 14, 2024, Charter Committee meeting.

Ms. Goldberg reported on the March 14, 2024, Curriculum and Instruction Committee.

Mr. Schmerelson reported on the March 19, 2024, Committee of the Whole meeting.

Ms. Gonez reported on the April 4, 2024, Children and Families in Early Education Committee meeting.

## CONSENT ITEMS

Items for action below to be adopted by single vote:

### NEW BUSINESS FOR ACTION:

- Tab 1: BOARD OF EDUCATION REPORT NO. 238-23/24  
District's Initial Bargaining Proposals for Successor Agreements Commencing July 1, 2024 for AALA, UTLA and Units A, B, C, D, E, F, G, H, J and S
- Tab 2: BOARD OF EDUCATION REPORT NO. 221-23/24  
Approval of Procurement Actions
- Ms. Goldberg read a Recusal Statement later in the meeting.*
- Tab 3: BOARD OF EDUCATION REPORT NO. 158-23/24  
Approval of Facilities Contracts Actions
- Tab 7: BOARD OF EDUCATION REPORT NO. 242-23/24  
Define and Approve the East Los Angeles Occupational Center Classroom Replacement Project and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- Tab 10: BOARD OF EDUCATION REPORT NO. 234-23/24  
Donations of Money to the District
- Tab 15: BOARD OF EDUCATION REPORT NO. 227-23/24  
Secondary Career Technical Education Stakeholder Advisory Committee
- Tab 16: BOARD OF EDUCATION REPORT NO. 237-23/24  
Ratification of Special Education Master Contracts with Nonpublic School/Agency (NPSA)
- Tab 17: BOARD OF EDUCATION REPORT NO. 239-23/24  
Statutory School Fees (Level 1 Developer Fees)

*Statement read later in the meeting.*

Tab 18: BOARD OF EDUCATION REPORT NO. 240-23/24  
Developer Fee Policy Update

- - -  
Board President Goldberg modified the Order of Business  
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### **SUPERINTENDENT'S REPORT**

Superintendent Carvalho made brief introductory comments regarding the District Safety Update presentation. He also recognized Chief of Police, Steven Zipperman, for his years of service to the Los Angeles School Police Department (LASPD).

Mr. Zipperman and Mr. Andres Chait, Chief of School Operations, made a presentation on the District Safety Update. They provided an overview of the following:

- The District's priority to provide a safe welcoming learning environment for students and staff
- A visual of the Every School Safe Program
- District Safety Budget for the 2023-24 School Year
- LASPD budget and School Police on-campus deployment
- Revision to LASPD Policy: Oleoresin Capsicum (OC) spray (Often referred to as pepper spray)
- LASPD Professional Development
- Additional LASPD supports
- Community engagement regarding safety

Mr. Chait, Mr. Zipperman and Mr. Pedro Salcido, Deputy Superintendent of Business Services and Operations, addressed queries from Board Members concerning various aspects of student safety and crisis management within the school district. The topics discussed included employee safety training, the roles of crisis management teams and school police during emergencies, the review and enhancement of safety policies, jurisdictional matters involving LASPD and LAPD, funding for Climate Advocates, responsibilities of Mental Health Coordinators, implementation of restorative justice practices, communication with parents regarding these practices, deployment statistics across campuses, the use of Oleoresin Capsicum Spray (Pepper Spray), handling of campus altercations, LASPD personnel vacancies, and the selection process for students participating in the safety summit.

**NEW BUSINESS FOR ACTION**

Mr. Melvoin moved the following items. Ms. Schmerelson seconded the motion.

Tab 12:       BOARD OF EDUCATION REPORT NO. 224-23/24  
Provisional Internship Permits

There were no speakers to address the Board on this item.

On roll call vote the item was adopted. The vote was 6 ayes. Dr. McKenna was absent.

*Ms. Gonez recorded a vote of aye later in the meeting.*

Tab 13:       BOARD OF EDUCATION REPORT NO. 225-23/24  
(Resolution of Declaration of Need for Fully Qualified Educators

There were no speakers to address the Board on this item.

On roll call vote the item was adopted. The vote was 6 ayes. Dr. McKenna was absent.

Student Board Member Ramirez recorded an advisory vote of aye.

*Ms. Gonez recorded a vote of aye later in the meeting.*

Tab 14:       BOARD OF EDUCATION REPORT NO. 222-23/24  
Adoption of the Negative Declaration for the 49<sup>th</sup> Street Elementary School Major  
Modernization Project

There were no speakers to address the Board on this item.

On roll call vote the item was adopted. The vote was 6 ayes. Dr. McKenna was absent.

*Ms. Gonez recorded a vote of aye later in the meeting.*

- - -

Board President Goldberg resumed the Order of Business.

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**CONSENT ITEMS Continued**

NEW BUSINESS FOR ACTION:

- Tab 4: BOARD OF EDUCATION REPORT NO. 243-23/24  
(Project Approval for the 49th Street Elementary School Major Modernization Project)  
Recommends approval of the proposed 49th Street Elementary School Major Modernization Project with a current budget of \$86,300,000.
- Tab 5: BOARD OF EDUCATION REPORT NO. 243-23/24  
Define and Approve 13 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- Tab 6: BOARD OF EDUCATION REPORT NO. 233-23/24  
Define and Approve Six Wireless Convergence Projects at Adult and Career Education Campuses and amendment of the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- Tab 8: BOARD OF EDUCATION REPORT NO. 244-23/24  
Consideration of Two Business Improvement District Petitions
- Tab 9: BOARD OF EDUCATION REPORT NO. 230-23/24  
Report of Cash Disbursements
- Tab 11: BOARD OF EDUCATION REPORT NO. 223-23/24  
Approval of Routine Personnel Actions

RESOLUTIONS REQUESTED BY THE SUPERINTENDENT

- Tab 21: SUPERINTENDENT RESOLUTION 006-23/24  
Motion Declaring Salaries Indefinite to Comply with Law and Allow for Implementation of Labor Agreements

CORRESPONDENCE AND PETITIONS

- Tab 22: REPORT OF CORRESPONDENCE 010-23/24

MINUTES FOR APPROVAL

- Tab 23: MINUTES FOR BOARD APPROVAL 006-23/24  
January 23, 2024, Regular Board Closed Session Minutes  
February 13, 2024, Regular Board Closed Session Minutes  
December 12, 2023, Regular Board Closed Session Minutes

Mr. Melvoin moved the consent items, for tabs 4, 5, 6, 8, 9, 11, 21, 22 and 23 to be adopted. Mr. Schmerelson seconded the motion.

On roll call vote the consent for tabs 4, 5, 6, 8, 9, 11, 21, 22 and 23 items were adopted. The vote was 6 ayes. Dr. Mckenna was absent.

Student Board Member Ramirez recorded an advisory vote of aye.

*Ms. Gonez recorded a vote of aye later in the meeting.*

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Board President Goldberg modified the Order of Business to allow for Public Comment

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### **PUBLIC COMMENT**

The following speakers addressed the Board:

|  |  |
|--|--|
| Channing Martinez, Community Member        | Students Deserve, LASPD                                |
| Jessica Gonzalez, Student                  | Safe Passage for LAUSD students                        |
| Amir Cassimere, Community Member           | Students Deserve                                       |
| Stephen Sarinana-Lampson, Community Member | Kenny Washington Stadium Foundation                    |
| Vivienne Freeman, Community Member         | Students Deserve, LASPD                                |
| Janae Tyler, Community Member              | LAUSD Community Based Safety                           |
| Joseph Williams, Community Member          | LAUSD Community Based Safety                           |
| Mike Barraza, Community Member             | Kenny Washington Stadium Foundation                    |
| Matisse Anderson, Community Member         | LAUSD Community Based Safety                           |
| Mau Trejo, Community Member                | LAUSD Community Based Safety                           |
| Nico Weinberg, Community Member            | LAUSD Community Based Safety                           |
| Katherine Clowes, Community Member         | LAUSD Community Based Safety                           |
| Emily, Student                             | Mental Health Services in Schools                      |
| Damien Winfrey, Community Member           | Students Deserve                                       |
| Maria Daisy Ortiz, Community Member        | Children with Autism, Mental Health                    |
| Karina Lopez, Parent                       | Los Angeles School Police Department                   |
| Marcela Garcia, Parent                     | Los Angeles School Police Department                   |
| Davon Williams, Community Member           | Funding for Community Peace Builders in place of LASPD |

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Board President Goldberg resumed the Order of Business.

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### **CONSENT ITEMS Continued**

The following speakers addressed the Board on the Consent items:

Tab 1- Board of Education Report No. 238-23/24 (District's Initial Bargaining Proposals for Successor Agreements Commencing July 1, 2024 for AALA, UTLA and Units A, B, C, D, E, F, G, H, J and S) Recommends adoption of the District's Initial Proposals for the 2024-2029 Agreements with Bargaining Units A, B, C, D, E, F, G, H, J, S, AALA and UTLA.

- Julie Bershin, Community Member



Tab 7- Board of Education Report No. 242-23/24 (Define and Approve the East Los Angeles Occupational Center Classroom Replacement Project and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends approval and the definition of the East Los Angeles Occupational Center (ELAOC) Classroom Replacement Project and amend the Facilities Services Division Strategic Execution Plan to incorporate therein with a combined proposed budget of \$61,156,305.

- David Tokofsky, Community Member

Tab 14- Board of Education Report No. 222-23/24 (Adoption of the Negative Declaration for the 49<sup>th</sup> Street Elementary School Major Modernization Project) Recommends the review and adoption of the Negative Declaration for the proposed 49<sup>th</sup> Street Elementary School Major Modernization Project prepared in compliance with the California Environmental Quality Act (CEQA; Public Resources Code §21000 et seq.) and State CEQA Guidelines (California Code of Regulations, Title 14, Division 6, Chapter 3 §15000 et seq.).

- Karla Franco, Community Member

Tab 17- PUBLIC HEARING Board of Education Report No. 222-23/24 (Statutory School Fees (Level 1 Developer Fees) Recommends approval of the School Fee Justification Study showing the District's ability to levy the Level 1 fees authorized by the State Allocation Board.

Mr. McLean Read the following Public Hearing Statement:

Before action is taken on the Board of Education Report No. 239-23/24, Statutory School Fees (Level 1 Developer Fees), a public hearing must be held.

This constitutes a public hearing on the report, and a maximum of 15 individuals who wish to address the Board on this item will be heard. Those who wish to speak and have not already signed-up should sign-up online or in the rear of the Board Room. Speakers will be called by name.

- David Tokofsky, Community Member

Ms. Goldberg read the following recusal statement:

In accordance with Government Code Section 1091, I will publicly recuse myself from discussing or taking action on Item M of the Procurement Services Division board report due to my own involvement with Laser Afterschool programs and that of my wife as well.

Remarks were heard from Board Members.

Staff addressed inquiries from Board Members regarding the following consent items:

Tab 2 –Board of Education Report No. 238-23/24 - Approval of Approval Procurement Actions - Item C - Latino Film Institute Youth Film Project, Item D - Hatching Results, Item E - Customers Expression Corporation, Item G - Number of hires from the Apprenticeship program,

Item O - United Data Technologies, Item P - Teach for America assignments, Item U - Enridge Inc. Transportation Services

Tab 7- Board of Education Report No. 242-23/24 - Define and Approve the East Los Angeles Occupational Center Classroom Replacement Project and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein - Disruptions during the East Los Angeles Occupational Center Classroom Replacement Project, and informing the community of construction

Tab 15- Secondary Career Technical Education Stakeholder Advisory Committee - Member selection for the Secondary Career Technical Education Stakeholder Advisory Committee

Tab 17 - Statutory School Fees (Level 1 Developer Fees) - The collection of Statutory School Fees (Level 1 Developer Fees) owed to the District

By acclamation, Mr. Melvoin moved to change “Developer Fees” in Tab 17 and Tab 18 to “Impact Fees”. Mr. Schmerelson seconded the motion.

Mr. Melvoin moved the consent items, for tabs 1, 2, 3, 7, 10, 15, 16, 17, and 18 to be adopted. Dr. Rivas seconded the motion.

Dr. Rivas voted Yes on Tab 2, with the exception of Item P. Dr. Rivas voted No on item P, Tab 2..

Ms. Goldberg recused herself from Tab 2 Item M.

After discussion and on roll call vote, the consent items for tabs 1, 2, 3, 7, 10, 15, 16, 17, and 18 were adopted the vote was 5 ayes, 2 absent, Dr. McKenna, and Tanya Ortiz Franklin, with the following exceptions

- Ms. Goldberg’s recusal on Tab 2, Item M.
- Dr. Rivas changed her vote to Yes on Tab 2 Item P.
- Mr. Schmerelson voted No on Tab 2 Item P.

### **ADJOURNMENT**

On motion by Dr. Rivas, seconded by Mr. Melvoin, and by general consent the meeting was adjourned at 5:42 p.m.

APPROVED BY THE BOARD:

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JACKIE GOLDBERG  
PRESIDENT

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MICHAEL MCLEAN  
EXECUTIVE OFFICER OF THE BOARD

ew

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

SPECIAL BOARD MEETING MINUTES

(Including Closed Session Items)

333 South Beaudry Avenue, Board Room

9:00 a.m., Tuesday, May 28, 2024

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in special session on Tuesday, May 28, 2024, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board, called the meeting to order at 9:06 a.m.

The following Board Members were present: Dr. Rocío Rivas, Mr. Nick Melvoin, Ms. Kelly Gonez, Ms. Tanya Ortiz Franklin, and Board Vice President Mr. Scott Schmerelson.

Mr. George McKenna III arrived at 9:08 a.m.

Board President Jackie Goldberg arrived at 9:10 a.m.

Superintendent Alberto M. Carvalho was also present.

**CLOSED SESSION ITEMS (Purpose and Authority)**

Mr. McLean announced that the following item would be discussed in closed session:

1. Threat To Public Services or Facilities (Government Code Section 54957)

Consultation with: Superintendent of Schools and Chief of School Operations

**PUBLIC COMMENT**

The following speakers addressed the Board:

- Maria Luis Palma, Parent, School Safety & Transparency
- Monica Arrazola, Parent, Support for School Police & School Safety
- Isabel Gonzalez, Parent, Support for School Police & School Safety
- Janet Galindo, Parent, Support for School Police & School Safety
- Juan Magandi, Parent, School Safety
- Diana Guillen, Parent, Support for School Police & School Safety
- Lluvia Sainz, Parent, Support for School Police & Mendez High School Principal
- Maria Daisy Ortiz, Community Member, School Safety & Transparency
- David Tokofsky, Community Member, Budget & School Safety Transparency

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The Board recessed the public portion of the closed session meeting at 9:30 a.m. Closed session discussion began at 9:40 a.m. and ended at 11:07 a.m. All Board Members were present.

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The Board reconvened the public portion of the closed session meeting at 11:10 a.m.

The following Board Members were present: Dr. George J. McKenna III, Dr. Rocío Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin, Ms. Kelly Gonez, Ms. Tanya Ortiz Franklin and Board President Jackie Goldberg.

Mr. McLean announced that there were no reportable actions.

### **ADJOURNMENT**

The meeting was adjourned at 11:11 a.m.

### **APPROVED BY THE BOARD:**

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MS. JACKIE GOLDBERG  
PRESIDENT

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MR. MICHAEL MCLEAN  
EXECUTIVE OFFICER OF THE BOARD

mg

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

REGULAR BOARD MEETING MINUTES  
Including Closed Session Items  
333 South Beaudry Avenue, Board Room  
9:00 a.m., Tuesday, June 4, 2024

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, June 4, 2024, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board of Education called the meeting to order at 9:01 a.m.

The following Board Members were present: Dr. Rocío Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin and Board President Jackie Goldberg.

Dr. George McKenna arrived at 9:08 a.m.

Ms. Tanya Ortiz Franklin arrived at 9:08 a.m.

Ms. Kelly Gonez arrived at 9:53 a.m.

Senior Advisor to the Superintendent, Mr. Jaime Torrens occupied Superintendent Alberto M. Carvalho's chair until his arrival at 9:04 a.m.

**CLOSED SESSION ITEMS (Purpose and Authority)**

Mr. McLean announced that the following items would be discussed in closed session:

1. Student Discipline Matters (Education Code Section 48918[c][f])
2. Personnel (Government Code Section 54957)

Public Employee Discipline/Dismissal/Release

Deputy Superintendent of Instruction  
Chief of Special Education and Specialized Programs  
Chief Strategy Officer  
Associate Superintendent, Talent

Superintendent's Evaluation

## 3. Conference with Legal Counsel

Pending Litigation (Government Code Section 54956.9[d][1])

Ki In Shapiro v. Los Angeles Unified School District  
Los Angeles Superior Court Case No. 23SMCV02998

A.S. v. Los Angeles Unified School District  
Los Angeles Superior Court Case No. 22STCV37737

Pena, Victor v. Los Angeles Unified School District  
Los Angeles Superior Court Case No. 22STCV35618

Morales, Raquel v. Los Angeles Unified School District  
Los Angeles Superior Court Case No. 22STCV20362

Doe, Jane 20-866 v. Los Angeles Unified School District  
Los Angeles Superior Court Case No. 20STCV44886

Anticipated Litigation (Government Code Section 54956.9[d][4])

1 case

## 4. Conference with Labor Negotiators (Government Code Section 54957.6)

Negotiator: Dr. Murphy

Employee Organizations:

Associated Administrators of Los Angeles  
California School Employees Association  
Los Angeles County Building and Construction Trades Council  
Los Angeles School Police Association  
Los Angeles School Police Management Association  
Service Employees International Union, SEIU Local 99  
Teamsters  
United Teachers Los Angeles  
District Represented Employees and Contract Management Personnel

Negotiator: Ms. Navera Reed

Unrepresented Employees:

Deputy Superintendent of Instruction  
Chief of Special Education and Specialized Programs  
Chief Strategy Officer  
Associate Superintendent, Talent

## PUBLIC COMMENT

The following speakers addressed the Board on the subjects indicated:

### Tab 1: Student Discipline Matters

- Sofia Sofi Ryan for Gil Hurtado
- Ms. Franco
- Alma Zuniga
- Iris Flores
- Vivian De Leon
- Merqisedet
- Manuk Grigoryan

### Tab 2: Personnel

- Janet Galindo
- Isabel Gonzalez
- Mitchell Glass
- Lluvia Moreno
- Raquel Zamora

### Tab 3: Conference with Legal Counsel

- David Tokofsky

### Tab 4: Conference with Labor Negotiators

- Maria Miranda

### General Public Comment

- Maria Luisa Palma, School Discipline and Safety
- Monica Arrazola, School Safety
- Erlinda Morita, School Safety
- Juan Maldonado, School Safety
- Juan Magandi, School Safety
- Diana Guillen, School Safety, Budget Transparency
- Eloisa Galinda, Student Support, Co-locations
- Sofie Ryan on behalf of Eddie Martinez, PSA Counselors
- Joyce Mebane, Removal of tarps at Crenshaw High School
- James Kalin, Budget Cuts in the Arts Program at Hamilton HS
- Verenice Miron, School Safety
- Maria Daisy Ortiz, School Safety
- Isabel Aguirre, Special Education, School Safety

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The Board recessed the public portion of the closed session meeting at 10:13 a.m. Closed session discussion began at 10:20 a.m. and ended at 1:35 p.m. The following Board Members were present: Dr. McKenna, Dr. Rivas, Mr. Schmerelson, Mr. Melvoin, Ms. Ortiz-Franklin, Ms. Gonez and Board President Goldberg.

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The Board reconvened the public portion of the closed session meeting at 1:41 p.m.

The following Board Members were present: Dr. Rivas, Mr. Schmerelson, Mr. Nick, Ms. Ortiz-Franklin Ms. Gonez and Board President Goldberg. Dr. McKenna was absent.

Superintendent Alberto Carvalho was also present.

Mr. McLean announced the following reportable actions as a result of the closed session discussion:

- The Board of Education approved the expulsion of students in case numbers 071-23/24, 072-23/24, 073-23/24, 074-23/24, 075-23/24, 076-23/24, 077-23/24, 078-23/24, 079-23/24, 080-23/24, with the recommended dispositions. The Board of Education denied the enrollment of the student in case number 019A. The Board of Education further approved the conditional enrollment of the students in case numbers 020-23/24, 021A-23/24, with the recommended dispositions. The vote for all items was 7 ayes.
- The Board of Education authorized the dismissal of two classified employees. The Board of Education authorized the dismissal of one certificated employee. The Board of Education authorized the non-reelection of one certificated probationary employee. The vote was 7 ayes.
- The Board of Education appointed four certificated employees with start dates of July 1, 2024 to June 30, 2024 and July 1, 2024 to June 30, 2025. The vote was 6 ayes, 1 abstention. Ms. Ortiz Franklin.
- The Board of Education authorized the settlement in the following cases: Ki In Shapiro v. Los Angeles Unified School District; A.S. v. Los Angeles Unified School District; Pena, Victor v. Los Angeles Unified School District; Morales, Raquel v. Los Angeles Unified School District; Doe, Jane 20-866 v. Los Angeles Unified School District. Terms and conditions will be available upon the finalization of the agreements. The vote in all these matters was 7 ayes.

### **ADJOURNMENT**

The meeting was adjourned at 1:42 p.m.



**APPROVED BY THE BOARD:**

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JACKIE GOLDBERG  
PRESIDENT

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MICHAEL MCLEAN  
EXECUTIVE OFFICER OF THE BOARD

ew

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

**REGULAR MEETING MINUTES**

333 South Beaudry Avenue, Board Room  
 5015 Tujunga Avenue, North Hollywood, CA 91601  
 1208 Magnolia Avenue, Gardena, CA 90247  
 1:00 p.m., Tuesday, June 4, 2024

The Board of Education of the City of Los Angeles, acting as the Governing Board of the Los Angeles Unified School District, met in regular session on Tuesday, June 4, 2024, at the Los Angeles City Board of Education Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board, called the meeting to order at 1:44 p.m.

The following Board Members were present: Dr. Rocío Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin, Ms. Kelly Gonez, and Board President Jackie Goldberg.

Ms. Tanya Ortiz Franklin arrived at approximately 1:48 p.m.

Dr. George McKenna, III arrived at approximately 2:01 p.m.

Student Board Member Karen Ramirez was present.

Superintendent Alberto M. Carvalho was present.

The Pledge of Allegiance was led by students from Loyola Village Fine and Performing Arts Magnet in Board District 4.

**BOARD PRESIDENT'S REPORTS**

Remarks were heard from Ms. Goldberg regarding the upcoming June board meetings, and she recognized June as Pride month.

Ms. Goldberg called upon student Board Member, Karen Ramirez, to talk about a resolution she will be submitting to the Board for approval at the next regular board meeting. Ms. Ramirez shared remarks about the resolution which will help bring awareness to the Student's Bill of Rights and support first amendment rights for students. Ms. Ramirez also shared remarks about the election for the new student board members.

**LABOR PARTNERS**

Members from SEIU Local 99 shared remarks regarding the importance of campus aides, supervision aides, special education assistants, community representatives, and the cuts to crucial positions and programs.

Cecily Myart-Cruz, President, UTLA, shared remarks regarding the cuts to programs and staff, the return of school police on campus, community-based safety, and the District Fund reserves.

Max Arias, SEIU Local 99, shared remarks regarding cuts to critical school site positions, jeopardizing student safety, and employees losing health benefits.

Gil Gamez, President, Los Angeles School Police Association, shared remarks about school fights, cuts against the Los Angeles School Police Department, parent concerns about school safety, and an incident at Washington Prep High School.

## COMMITTEE CHAIR REPORTS

Dr. Rivas reported on the April 11, 2024 Charter School Committee.

Mr. Schmerelson reported on the May 14, 2024 Committee of the Whole.

Ms. Gonez reported on the May 21, 2024 Children and Families in Early Education Committee.

Ms. Goldberg announced they will posthumously honor a former District employee. Dr. Rivas invited the family of Andrew Michael Pacheco and shared remarks about Mr. Pacheco. In honor of Mr. Pacheco, Dr. Rivas presented his family with a certificate of recognition for his dedication and commitment to advocating for the East Los Angeles community.

## CONSENT ITEMS

Items for action below to be adopted by a single vote:

### NEW BUSINESS FOR ACTION:

- TAB 2. BOARD OF EDUCATION REPORT NO. 232 – 23/24  
Approval of Facilities Contracts Actions
- TAB 3. BOARD OF EDUCATION REPORT NO. 278 – 23/24  
Authorization to Execute a Renewal License Agreement for District-Wide Use of Radio Tower Space Located on Oat Mountain #3, Santa Susanna Mountains in Chatsworth California
- TAB 4. BOARD OF EDUCATION REPORT NO. 281 – 23/24  
Define and Approve Nine Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- TAB 6. BOARD OF EDUCATION REPORT NO. 295 – 23/24  
Define and Approve Six Proposition 39 Co-Located/Shared Facilities Improvement Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- TAB 7. BOARD OF EDUCATION REPORT NO. 297 – 23/24  
Approve the Definition of Four Classroom Replacement Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

- TAB 8. BOARD OF EDUCATION REPORT NO. 299 – 23/24  
Approve the Definition of Eight Classroom Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- TAB 9. BOARD OF EDUCATION REPORT NO. 300 – 23/24  
Ratification of Real Estate Leases, Licenses, and Other Agreements or Instruments That Are Necessary or Incidental for the Use of Real Property
- TAB 10. BOARD OF EDUCATION REPORT NO. 301 – 23/24  
Authorization to Accept Five Million Dollars from Lulu’s Place for the Benefit of the Baseball and Softball Fields at Westchester Enriched Sciences Magnets
- TAB 12. BOARD OF EDUCATION REPORT NO. 305 – 23/24  
Authorization to Execute a Term Extension for the Joint Use Agreement with the Los Angeles Neighborhood Land Trust for its Use, Programming and Maintenance of the Garden and Greenhouse at John C. Fremont High School
- TAB 13. BOARD OF EDUCATION REPORT NO. 294 – 23/24  
Approval of the Certification of Signatures for Fiscal Year 2024-25
- TAB 14. BOARD OF EDUCATION REPORT NO. 311 – 23/24  
Authorization of a Resolution of the Board of Education to Create, Implement and Operate a Captive Insurance Company for Non-Insured/Retained Automobile Liability, General Liability and Workers’ Compensation
- TAB 15. BOARD OF EDUCATION REPORT NO. 283 – 23/24  
Provisional Internship Permits
- TAB 19. BOARD OF EDUCATION REPORT NO. 334 – 23/24  
Establishment of Three (3) New Magnet Centers Scheduled to Open for the 2025-2026 School Year
- TAB 20. BOARD OF EDUCATION REPORT NO. 302 – 23/24  
Request for Authorization to Negotiate and Execute Contracts
- TAB 21. BOARD OF EDUCATION REPORT NO. 308 – 23/24  
Education Compacts
- TAB 22. Item Withdrawn Prior to Meeting

#### RESOLUTIONS FOR ACTION:

- TAB 25. Dr. Rivas, Mr. Schmerelson, Mr. Melvoin, Dr. McKenna, Ms. Gonez, Ms. Ortiz Franklin, Ms. Goldberg – Equitable Access to Vision Care in Los Angeles Unified School District Schools (Res-029-23/24) (Noticed May 7, 2024)

Whereas, The Los Angeles Unified School District demonstrates a multi-pronged approach to academic success and equity through the Community Schools initiative, Black Student Achievement Plan, and Priority Schools initiative, aimed at ensuring that all students are

prepared and inspired for college, career, and life;

Whereas, The District's Strategic Plan 2022-2026 prioritizes Safe and Healthy Environments to Promote Joy and Wellness, expanding access to vision services aligns with the District's commitment to promoting whole-child well-being through integrated health, nutrition, and wellness services;

Whereas, Up to one-third of children experience vision problems that can significantly hinder their academic performance and overall well-being. These uncorrected issues impede learning as 80% of it is processed visually, leading to difficulties with reading, focusing, headaches, and participation in classroom activities;

Whereas, Limited access to vision care due to provider shortages, affordability concerns, and transportation limitations disproportionately impacts low-income District students, exacerbating existing educational and health disparities;

Whereas, Undiagnosed vision problems can have a negative impact on a student's social and emotional development, leading to difficulties participating in activities and feelings of isolation;

Whereas, A recent report with a study population of over 94% Black and Latinx students published in Journal of the American Medical Association (JAMA) Ophthalmology (2022) demonstrates that participation in a school-based vision program led to significant academic gains in both math and English. Students with Individualized Education Programs (IEPs) and those initially performing lower academically experienced the most improvement;

Whereas, The Los Angeles Unified School District Board previously passed Resolution Res-020-19/20 on March 10, 2020, aimed at increasing equitable access to student health care, and despite these prior efforts, ensuring all students receive the necessary follow-up care remains a critical challenge; and

Whereas, Integrating vision services directly into District schools maximizes resource utilization and removes barriers to care, promoting early intervention through effective school-based programs proven to identify vision problems, connect students with care, and improve academic outcomes; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District commits to furthering student success by expanding access to vision services through a school-based vision care program offered at no cost to students, families, or the District;

Resolved further, That the Superintendent shall develop a Strategic Vision Care Plan for a pilot program with non-profit organizations, **healthcare providers, and governmental agencies** to provide school-based initial assessments, diagnosis, prescriptions, prescription glasses, and eye care as needed, that prioritizes service delivery on considerations including but not limited to, designations of Community Schools, BSAP Schools, and Priority Schools during the 2024-2025 school year. Services to be provided on an ongoing basis no less than every other year thereafter. The continued service will help address the changing needs of young children along with students who are new to a school. The vision care ~~plan~~ **partnerships programs** should prioritize the following:

- Accessibility: All services should be offered within school sites during school hours and after-school programming hours to maximize student participation.
- Quality: ~~Vendors~~ **Service providers** must be qualified eye care professionals with a demonstrated track record of providing high-quality vision care services to children, have at least five years' experience providing school-based vision services in California, and the ability to bill Medi-Cal for services rendered to covered students.
- Cultural Competency: Services should be delivered in a culturally competent manner that respects the diverse needs (i.e. linguistic) of District students and their families.
- Collaboration with relevant national, state, and local health care agencies: The Superintendent shall explore and develop partnerships with relevant agencies such as the National Center for Children's Vision and Eye Health, California Department of Health Care Services, Los Angeles County Department of Public Health, children's hospitals, optometry schools, and insurance providers to leverage their expertise and resources in developing a thorough, well-informed pilot program. This collaboration may involve identifying ~~potential funding opportunities through relevant programs and exploring opportunities~~ **additional no-cost providers and programs** to integrate vision care services with existing programs that benefit students;

Resolved further, That the Superintendent shall foster ongoing collaboration with stakeholders by engaging educators, administrators, healthcare and vision care providers, school nurses, parents, the Community Schools Steering Committee, and the Black Student Achievement Plan Steering Committee to help inform the development of the ~~vision care plan~~ **partnerships program**, address critical issues of equity and accessibility in service delivery, ~~explore~~ **promote** potential ~~grant~~ **partnership** opportunities to ensure the program's long-term sustainability, and work with the Office of Government Relations, the Office of Student Health and Human Services, and any other relevant stakeholders to advocate for related legislation and necessary funding to ensure robust implementation; and, be it finally

Resolved, That the Superintendent shall finalize the vision plan by ~~September~~ **December** 1, 2024, informed by stakeholder sessions as outlined above. This plan will ensure program rollout and service delivery begin within 30 days thereafter.

## RESOLUTIONS REQUESTED BY THE SUPERINTENDENT

TAB 31. Item Withdrawn Prior to Meeting

## CORRESPONDENCE AND PETITIONS

TAB 32. Report of Correspondence (ROC-012-23/24)

## SUPERINTENDENT'S REPORTS

No Superintendent report was given.

**CONSENT ITEMS, continued**

Speakers addressed the Board on the following items on the consent calendar:

Board of Education Report No. 311 – 23/24, Authorization of a Resolution of the Board of Education to Create, Implement and Operate a Captive Insurance Company for Non-Insured/Retained Automobile Liability, General Liability and Workers’ Compensation

- Maria Luisa Palma, Community Member

Dr. Rivas, Mr. Schmerelson, Mr. Melvoin, Dr. McKenna, Ms. Gonez, Ms. Ortiz Franklin, Ms. Goldberg – Equitable Access to Vision Care in Los Angeles Unified School District Schools (Res-029-23/24) (Noticed May 7, 2024)

- Maria Miranda, Elementary Vice President, United Teachers Los Angeles
- Ingrid Villeda, Community Member
- Blanca Guardado, Parent

Remarks were heard from Dr. Rivas regarding Res-029-23/24, Equitable Access to Vision Care in Los Angeles Unified School District Schools. Dr. Rivas submitted the following amendments:

**SECOND RESOLVED:**

Resolved further, That the Superintendent shall develop a Strategic Vision Care Plan for a pilot program with non-profit organizations, **healthcare providers, and governmental agencies** to provide school-based initial assessments, diagnosis, prescriptions, prescription glasses, and eye care as needed, that prioritizes service delivery on considerations including but not limited to, designations of Community Schools, BSAP Schools, and Priority Schools during the 2024-2025 school year. Services to be provided on an ongoing basis no less than every other year thereafter. The continued service will help address the changing needs of young children along with students who are new to a school. The vision care ~~plan~~ **partnerships programs** should prioritize the following:

- Accessibility: All services should be offered within school sites during school hours and after-school programming hours to maximize student participation.
- Quality: ~~Vendors~~ **Service providers** must be qualified eye care professionals with a demonstrated track record of providing high-quality vision care services to children, have at least five years’ experience providing school-based vision services in California, and the ability to bill Medi-Cal for services rendered to covered students.
- Cultural Competency: Services should be delivered in a culturally competent manner that respects the diverse needs (i.e. linguistic) of District students and their families.
- Collaboration with relevant national, state, and local health care agencies: The Superintendent shall explore and develop partnerships with relevant agencies such as the National Center for Children’s Vision and Eye Health, California Department of Health Care Services, Los Angeles County Department of Public Health, children’s hospitals, optometry schools, and insurance providers to leverage their expertise and resources in developing a thorough, well-informed pilot program. This collaboration may involve identifying ~~potential funding opportunities through relevant programs and exploring opportunities~~ **additional no-cost providers and programs** to integrate vision care services with existing programs that benefit students;

THIRD RESOLVED:

Resolved further, That the Superintendent shall foster ongoing collaboration with stakeholders by engaging educators, administrators, healthcare and vision care providers, school nurses, parents, the Community Schools Steering Committee, and the Black Student Achievement Plan Steering Committee to help inform the development of the ~~vision care plan~~ **partnerships program**, address critical issues of equity and accessibility in service delivery, ~~explore~~ **promote** potential ~~grant~~ **partnership** opportunities to ensure the program's long-term sustainability, and work with the Office of Government Relations, the Office of Student Health and Human Services, and any other relevant stakeholders to advocate for related legislation and necessary funding to ensure robust implementation; and, be it finally

FOURTH RESOLVED:

Resolved, That the Superintendent shall finalize the vision plan by ~~September~~ **December** 1, 2024, informed by stakeholder sessions as outlined above. This plan will ensure program rollout and service delivery begin within 30 days thereafter.

Remarks were heard from Mr. Schmerelson in support of the resolution.

Remarks were heard from Mr. Melvoin in support of the resolution.

Mr. Schmerelson moved that the Consent Items be adopted.

Mr. Melvoin seconded the motion.

On roll call vote, and with the following exception, the Consent Items were adopted, 7 ayes.

- Tab 25, Res-029-23/24, Equitable Access to Vision Care in Los Angeles Unified School District Schools was adopted as amended

Ms. Ramirez was absent.

**NEW BUSINESS FOR ACTION**

TAB 1. BOARD OF EDUCATION REPORT NO. 268 – 23/24  
Approval of Procurement Services

Ms. Gonez moved that the report be adopted. Dr. Rivas seconded the motion.

Remarks were heard from Board Members regarding various contracts.

Frances Beaz, Chief Academic Officer, Robert Whitman, Education Transformation Officer, and Andres Chait, Chief of School Operations, responded to questions from the Board.

Remarks were heard from Ms. Gonez regarding Attachment B, Item BB, Far East Landscape and Maintenance, Inc., Contract 4400013050. She would like to see the work done by District staff, therefore, she will vote No on this item.



The following are questions and requests for more information by the Board:

Attachment A, Items E and F, City of Los Angeles, Contract 4400012774 and 4400012680

- Provide more data on the success rate of the Youth Source Center Navigators in connecting young people from 16-24 with jobs in high demand fields, or at least the jobs that are being offered through the Youth Source Center
- What is the average wage or salary range for those who have found employment through this program

Mr. Salcido said staff will provide an informative to the Board.

Attachment B, Item L, Hospitality Industry Training and Education Fund, dba Hospitality Training Academy (HTA), Contract 4400011212-1

- Given the availability of business and tourism programs, particularly at Miguel Contreras Learning Complex, have there been any discussions or plans to connect students with apprenticeship programs

Ms. Karla Estrada said staff will provide more information.

Attachment B, Item M, Various vendors

- Provide an update on the evaluation and monitoring of the contracts, particularly with tutoring
- How do we know that tutoring services are effectively addressing COVID related learning loss, and closing the opportunity gaps for our priority students
- What metrics are being used to evaluate the success of these programs
- How do they align with our broader goals for student achievement and equity

Dr. Baez provided a brief response and said staff will provide more information.

Attachment B, Item P, Amplify Education, Inc., Contracts 4400012307 and 4400012307-1

- Provide more information as to what the outcomes are
- Provide a summary of the impact or feedback from the schools that have these materials
- What were the positive and negative aspects of the program
- Have there been any measurable improvements in student outcomes
- It would be helpful to see the case study data
- If possible, provide a district peer comparison to determine if the growth is greater than expected when compared to the average growth that students are making at comparable district schools

Attachment B, Item T, Various vendors

- Provide a list of Community-Based Organizations disaggregated by the core service program that they are providing.

Dr. Whitman said staff will provide the information.

Attachment B, Item AA, City of Los Angeles Department of Recreation and Parks, Contract 4400013074

- Provide a list of schools by Board District

Dr. Baez provided a brief response and said staff will provide further information.

Mr. McLean read the following statement:

In accordance with Regulation Section 18707, Board Member Schmerelson is recusing himself from discussing or taking action on Tab 1, Items FF and GG.

The following speakers addressed the Board:

- Aaron McCloud, CEO, Intervene K-12
- Diana Guillen, Parent
- Raquel Zamora, School Attendance Review Board Chair
- Sofi Ryan, Community Member
- David Tokofsky, Community Member
- Maya Everhart-Sanchez, Student
- Elsy Munoz, Student
- Amia T. Green, Student
- Christian Flagg, Community Coalition

On roll call vote and with the following exception, the report was adopted, 7 ayes:

- Mr. Schmerelson was recused from the vote on Item FF, Apple, Inc, Contract 4400012885, and Item GG, Warren Anderson Ford and LA Trucker Centers, Contracts 4500873833 and 4500894348.
- Mr. Gonez recorded a no vote on Item BB, Far East Landscape and Maintenance, Inc., Contract 4400013050.

Ms. Ramirez was absent.

- - -  
President Goldberg modified the Order of Business to allow action on a time certain item.  
- - -

**BOARD RESOLUTION FOR ACTION**

Dr. Rivas moved the following resolution with a 3:30 p.m. time certain.

TAB 24. Dr. Rivas, Dr. McKenna, Mr. Schmerelson, Mr. Melvoin, Ms. Gonez, Ms. Ortiz Franklin, Ms. Goldberg – Supporting Assembly Constitutional Amendment No. 16 (ACA 16), the Green Amendment, to Codify the Right to Clean Air, Water, and a Healthy Environment for Every Californian (Res-028-23/24) (Noticed May 7, 2024)

Whereas, The Los Angeles Unified School District is committed to the health, well-being,

and academic success of all students;

Whereas, The District has established a strong foundation for environmental stewardship through a series of impactful resolutions, including commitments to 100% clean energy (Res-018-19/20), extensive campus greening by 2035 (Res-002-22/23), and ensuring every student receives annual outdoor and climate literacy education (Res-016-21/22), demonstrating the District's unwavering dedication to fostering a healthy learning environment and a sustainable future for all;

Whereas, The District's 2022-26 Strategic Plan prioritizes student success in a sustainable future, the District recognizes the profound impact of a healthy environment on student learning and well-being, particularly through the development of safe and sustainable green spaces in schools as outlined in Pillar 2: Joy and Wellness – Welcoming Learning Environments;

Whereas, Students in low-income communities and communities of color are disproportionately impacted by environmental injustices, including higher levels of air and water pollution, limited access to green spaces, and the brunt of climate change effects;

Whereas, These environmental injustices negatively impact student health, leading to increased asthma rates, respiratory illnesses, and developmental problems;

Whereas, Access to clean air, water, and green spaces is crucial for students' cognitive function, stress reduction, and physical activity, all of which are essential for learning and development;

Whereas, ACA 16 (Bryan), also known as the Green Amendment, proposes to amend the California Constitution to establish a fundamental right to a clean and healthy environment for all Californians; and

Whereas, Enshrining this right in the state constitution would provide a stronger foundation for existing environmental legislation and guide future policy decisions that prioritize environmental justice and the health of all Californians; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby strongly supports the passage of ACA 16;

Resolved further, That the Board urges the California Legislature to pass ACA 16 and Governor Newsom to sign it into law; and, be it finally

Resolved, That the Board hereby directs the Superintendent and the District's Office of Government Relations to transmit a copy of this Resolution to the Speaker of the Assembly, the President pro Tempore of the Senate, each member of the California State Legislature representing a district within the boundaries of the LAUSD, and Governor Newsom.

Remarks were heard from Dr. Rivas regarding the resolution.

Dr. Rivas introduced Michelle Persoff, Senior Field Representative, Assemblymember Isaac Bryan, 55<sup>th</sup> District, who spoke in support of the resolution.

The following speakers addressed the Board:

- Nicolas Gardner, Sunrise Movement Los Angeles
- Grace Medrano, Sunrise Movement Los Angeles

Remarks were heard from Mr. Schmerelson in support of the resolution.

On roll call vote, the resolution was adopted, 7 ayes.

Ms. Ramirez was absent.

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President Goldberg modified the Order of Business to allow for the Public Comment speakers.

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### **PUBLIC COMMENT**

The following speakers addressed the Board on the subjects indicated:

|   |  |
|---|--|
| Sara Peral, Community Representative                  | Cuts to staff at the Clinic Programs   |
| Mya Everhart Sanchez, Student                         | Mendez High School Principal   |
| Pamela Lewis, LAUSD employee                          | Change of basis for Early Education Center staff   |
| Laura Zavala, The Partnership for Los Angeles Schools | Timing and transparency of carryover funds   |
| Sharice Sowell, LAUSD employee                        | Change of basis for school counselors  |
| Eric White, Reclaim Our Schools                       | Opposes school police on campus  |
| Mae Sanchez, LAUSD employee                           | Importance of PSA Counselors   |
| Ian Kirksey, Students Deserve                         | Investments in restorative justice and mental health supports  |
| Raelene Belisle, UTLA Chapter Chair                   | Probationary teachers  |
| Marc Wutschke, Retired LAUSD Teacher                  | Dismissal of teacher at West Los Angeles Occupational Center   |
| Nathalia Lopez, Student                               | Importance of mental health services   |
| Jennifer Lupo, LAUSD employee                         | Detrimental impact from the lack of funding for PSW positions  |
| Tyler Chavez-Feipel, LAUSD employee                   | Request to rescind the eight hour on site obligation for out of classroom assignments                            |
| Channing Martinez, Labor Community Strategy Center    | Community-based safety and removal of school police on campus  |
| Iris Mendoza, LAUSD employee                          | Removal of Principal at Frida Kahlo Continuation High School   |
| Helen Ho, Student                                     | Investments in mental health services, Arts Education, and requests to remove school police from school campuses |

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President Goldberg resumed the Order of Business

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### **NEW BUSINESS FOR ACTION, continued**

- TAB 5. BOARD OF EDUCATION REPORT NO. 293 – 23/24  
Define and Approve 16 Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

Dr. Rivas had a question on the item but stepped away from the dais. Ms. Goldberg asked the Board to continue on to the next item for action, and they will return to Tab 5 when Dr. Rivas returns.

- - -  
President Goldberg modified the Order of Business  
- - -

- TAB 11. BOARD OF EDUCATION REPORT NO. 304 – 23/24  
Define and Approve Four Accessibility Enhancement Projects, Two Barrier Removal Projects, and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

Mr. Melvoin moved that the report be adopted. Mr. Schmerelson seconded the motion.

Remarks were heard from Mr. Schmerelson regarding creating a private room space for nurses at school sites.

On roll call vote, the report was adopted, 4 ayes, 3 absent, Dr. Rivas, Ms. Gonez, and Ms. Ortiz Franklin.

Later in the meeting, Dr. Rivas recorded an aye vote.

The final vote was 5 ayes, 2 absent, Ms. Gonez and Ms. Ortiz Franklin.

Ms. Ramirez was absent.

Later in the meeting, Ms. Ortiz Franklin and Ms. Gonez recorded an aye vote.

The final vote was 7 ayes.

Later in the meeting, the following speakers addressed the Board:

- Jocelyn Chairez, Student
- Maria Daisy Ortiz, Parent

- TAB 18. BOARD OF EDUCATION REPORT NO. 280 – 23/24  
Investment of Verizon Proceeds in Programs for Students in Foster Care and Experiencing Homelessness

Mr. Schmerelson moved that the report be adopted. Dr. Rivas seconded the motion.

Joel Cisneros, Executive Director, Student Health and Human Services, and Denise Miranda, Director, Student Support Programs, responded to questions from the Board regarding the mobile laundry unit.

The following speakers addressed the Board:

- Pamela Lewis, LAUSD employee
- Jazzy Williams, LAUSD employee
- Norlon Davis, LAUSD employee

On roll call vote, the report was adopted, 5 ayes, 2 absent, Ms. Gonez and Ms. Ortiz Franklin.

Ms. Ramirez was absent.

Later in the meeting Ms. Ortiz Franklin and Ms. Gonez recorded an aye vote.

The final vote was 7 ayes.

- - -

President Goldberg resumed the Order of Business

- - -

TAB 5. BOARD OF EDUCATION REPORT NO. 293 – 23/24  
Define and Approve 16 Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

Mr. Schmerelson moved that the report be adopted. Mr. Melvoin seconded the motion.

Remarks were heard from Dr. Rivas.

On roll call vote, the report was adopted, 5 ayes, 2 absent, Ms. Gonez and Ms. Ortiz Franklin.

Ms. Ramirez was absent.

Later in the meeting Ms. Ortiz Franklin and Ms. Gonez recorded an aye vote.

The final vote was 7 ayes.

TAB 23. BOARD OF EDUCATION REPORT NO. 291 – 23/24  
Approval of the Proposed Material Revision for Arts in Action Community Charter

Mr. Schmerelson moved that the report be adopted. Mr. Melvoin seconded the motion.

Jose Cole Gutierrez, Director, Charter Schools Division, responded to questions from Dr. Rivas

The following speakers addressed the Board:

- Raul Alarcon, Arts in Action Community Charter Schools
- Kalin Balcomb, Arts in Action Community Charter Schools
- Crystal Chavez, Parent
- Jamie Kikuchi, Arts in Action Community Charter Schools
- Maria Ramirez, Parent
- Jessica Benitez, Arts in Action Community Charter Schools

- Stephanie Conde, Parent
- Melissa Espinoza, Parent

On roll call vote, the report was adopted, 5 ayes, 2 absent, Ms. Gonez and Ms. Ortiz Franklin.

Ms. Ramirez was absent.

Later in the meeting Ms. Ortiz Franklin and Ms. Gonez recorded an aye vote.

The final vote was 7 ayes.

TAB 16. BOARD OF EDUCATION REPORT NO. 285 – 23/24  
K12 Strong Workforce Program (SWP) 2023-2024

Mr. Schmerelson moved that the report be adopted. Dr. Rivas seconded the motion.

Esther Dabagyan, Administrator, CTE-Linked Learning, responded to questions from Dr. Rivas.

On roll call vote, the report was adopted, 6 ayes, 1 absent, Ms. Gonez.

Ms. Ramirez was absent.

Later in the meeting Ms. Gonez recorded an aye vote.

The final vote was 7 ayes.

TAB 17. BOARD OF EDUCATION REPORT NO. 279 – 23/24  
AB 922 – Los Angeles County Plan for Expelled Students

Mr. Schmerelson moved that the report be adopted. Dr. Rivas seconded the motion.

Dr. Rivas requested staff provide, if possible, a detailed breakdown of the most recent demographics of expelled students.

Denise Miranda, Director, Student Support Programs, responded to questions from Dr. Rivas.

On roll call vote, the report was adopted, 6 ayes, 1 absent, Ms. Gonez.

Ms. Ramirez was absent.

Later in the meeting Ms. Gonez recorded an aye vote.

The final vote was 7 ayes.

### **BOARD MEMBER RESOLUTIONS FOR INITIAL ANNOUNCEMENT**

The following resolution was withdrawn:

TAB 26. Ms. Goldberg – Supporting Meaningful Teaching and Learning in the LAUSD Community

Schools Initiative (Res-033-23/24) (For Action June 18, 2024)

Whereas, The Los Angeles Unified School District Community Schools Initiative (CSI), in alignment with the California Community Schools Framework defines a Community School as one that takes a “whole-child” approach, with “an integrated focus on academics, health and social services, youth and community development, and community engagement”;

Whereas, Community Schools require expertise and assistance to develop a strong instructional and performance assessment program that is based on the science of learning and development--which finds that students learn best when curriculum, teaching, and assessment strategies are built on students’ prior knowledge and experiences, and focus on relevant and engaging learning tasks;

Whereas, The UCLA Center for Transformation of Schools has identified obstacles to retaining Black, Indigenous, and People of Color (BIPOC) teachers and recommends that administrators and schools make a strong, lasting commitment to “the ideals and policies that best support students in cultivating critical awareness” and that “the use of standardized tests should be dramatically reduced and supplemented with more authentic and relevant performance assessment”;

Whereas, Performance assessment aligns with community-based learning because it enables students to demonstrate their learning in authentic ways and apply their knowledge and skills to new contexts by creating products, presentations and/or demonstrations that reflect understanding and mastery; and

Whereas, Hiring Community School Lead Teachers who rely on performance assessment versus student preparation for standardized testing will allow Community Schools to better support all five pillars of LAUSD’s 2022-2026 Strategic Plan (Academic Excellence, Joy and Wellness, Engagement and Collaboration, Operational Effectiveness, and Investing in Staff); now, therefore, be it

Resolved, That schools that participate in one of the five CSI cohorts will be eligible to apply to participate in the Supporting Meaningful Teaching and Learning Initiative, and the Community Schools Steering Committee (CSSC) will approve or deny applications;

Resolved further, That Cohort participants will be granted funding for a Community School Lead Teacher through the Community Schools Partnership Program (CCSPP), who will support the goal of “remodeling instructional program commitment”, including through performance assessment;

Resolved further, That Lead Teachers will receive professional development by Community School Coaches and UCLA Center for Community Schooling, as well as other relevant partners;

Resolved further, That Cohort participants will demonstrate a team commitment that includes, at minimum, the principal and school staff, and will commit to participating in the Cohort for three years;

Resolved further, That Cohort participants will commit to remodeling their existing instruction program to integrate culturally relevant curriculum, community- and project-



based learning, and civic engagement (e.g., through the integration of Linked Learning and/or other instructional strategies), and targeted AI integration;

Resolved further, That approved Cohort participants, at their own discretion and subject to their own determination, will be excused from any and all standardized testing with the exception of state-and federally-mandated statewide assessment; and, be it finally

Resolved, That District staff, UNITE-LA staff, and labor and other partners will form a team to develop the operational aspects of the Supporting Meaningful Teaching and Learning Initiative, develop a plan for how this initiative is communicated across the systems and structures of the CSI, and create an application and rubric for approval so that this new initiative can begin August 2024.

The following resolutions will be for action at the June 18, 2024 Regular Board Meeting:

TAB 27. Ms. Goldberg – LAUSD Student ID for All Students (Res-030-23/24)

Whereas, The Los Angeles Unified School District (LAUSD) Student ID is a unique identifier which allows the District to store, track, and access every individual student's school enrollment, demographics, contact information, Individualized Education Plan (IEP), scores, transcripts, and other important information;

Whereas, Because it is our responsibility to provide an education to every school-age person living within our boundaries and in practice, students often move between charter schools and public schools, all students in District-operated public schools and independent charter schools are LAUSD students; and

Whereas, Ensuring that all public school and District-approved charter school students are included in the same Student ID system throughout their school career will create a seamless transition for families whose students move from charter schools to public schools or from public schools to charter schools, and will ensure that important records including attendance, behavior, academic outcomes, and IEPs automatically follow them throughout their time in LAUSD, regardless of the school they are enrolled in; now, therefore, be it

Resolved, That all students in Los Angeles Unified School District, including those attending District-approved charter schools, shall be assigned an LAUSD Student ID;

Resolved further, That newly-assigned Student IDs pursuant to this resolution will be managed by the same system and store the same information as those assigned to students in District-operated schools; and, be it, finally

Resolved, That Information Technology Services will develop a plan to assign a Student ID to District-approved charter school students for the 2024-25 school year.

TAB 28. Dr. Rivas, Mr. Melvoin – Celebration of Play Day on June 29, 2024, and Promotion of Play Equity (Res-034-23/24)

Whereas, Sport, play, and movement are essential for positive youth development, improving mental and physical health, increasing cognitive performance, and leading to

higher academic and career achievement;

Whereas, Inequities in access to sport, play, and movement exist, particularly for youth of color, including Black and Latino youth, who often face barriers such as limited access to quality park space and lower rates of participation in organized sports;

Whereas, Achieving play equity, which means removing barriers and ensuring all children have equal access to the benefits of sport, play, and movement, is essential to fostering thriving children, building stronger communities nationwide, and realizing our shared vision for a healthier and more inclusive society;

Whereas, The LA84 Foundation and the Play Equity Fund are issuing a call to action to fortify the spirit of our youth with Play Day on June 29, a national celebration uplifting the lifelong benefits of sport, play, and movement for children in their neighborhoods;

Whereas, Play Day demonstrates the power of sports and play to connect us, foster understanding, and build more promising futures for young people;

Whereas, The Los Angeles Unified School District's Strategic Plan 2022-2026 emphasizes creating safe and healthy learning environments to promote joy and wellness, recognizing that physical activity and play are essential components of a holistic approach to student well-being and academic success; and

Whereas, The District, as demonstrated in its support of International Walk to School Day (October 9, 2013) and TV Turnoff Week (April 19-25, 2004), strives to uphold the health and safety of all students and recognizes the importance of physical activity and reduced screen time for their overall well-being, academic success, and creative growth; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District commits to championing policies and practices that promote equitable access to sports, play, and movement opportunities for all students;

Resolved further, That the Board will designate June 29, 2024, as “Play Day” and encourages all District students and families to join the celebration in West Adams and go out and play on that day; and, be it finally

Resolved, That the Board direct the Superintendent to utilize and promote resources through the District’s Summer of Learning summer school programming, as well as Los Angeles County and Los Angeles City programs, to support Play Day on June 29, 2024, and to champion equitable access to sports, play, and movement opportunities for all students throughout the year.

TAB 29. Mr. Melvoin, Ms. Goldberg, Ms. Ortiz Franklin – Supporting Student Mental Health and Learning by Ensuring a Phone-Free School Day (Res-035-23/24)

Whereas, The Los Angeles Unified School District (“District”) is committed to supporting student mental health and wellbeing and creating environments where students feel safe, welcome, and excited to learn;

Whereas, Research indicates that excessive cell phone use impacts adolescents mental health and well-being and is associated with increased stress, anxiety, depression, sleep issues, feelings of aggression, and suicidal thoughts. According to the US National Survey on Drug Use and Health, anxiety for those born after 1995 increased by 139 percent from 2010 to 2020, coinciding with the rise in smartphones and social media;

Whereas, Cell phones can stifle meaningful in-person interaction and enable cyberbullying. According to a report published by the Centers for Disease Control and Prevention, 16 percent of U.S. high school students in 2021 said they had been bullied via text message or social media platforms over the previous year;

Whereas, While headphones and earbuds are tools to promote focus and concentration in the classroom, students use them with their cell phones all day and may become reliant on them—stifling student interaction with their peers and limiting classroom engagement;

Whereas, Half of all teens reported feeling “addicted” to their phones in a survey published in 2016 by Common Sense Media. And, a 2023 Common Sense Media study of 200 students found that 97% of 11 to 17-year-olds used their phones during the school day;

Whereas, The U.S. surgeon general wrote in an advisory in 2023 that social media may be linked to the growing mental health crisis among teens. Children and adolescents on social media are commonly exposed to extreme, inappropriate, and harmful content. Many students access social media via their smartphones during the school day;

Whereas, Research indicates that limiting cell phone usage and social media access during the school day increases academic performance and has positive effects on student mental health. Studies show that banning smartphones increases performance on both standardized test scores and end-of-course exams. The gains were equivalent to an additional hour of instructional time per week. A study published in 2024 shows that banning smartphones reduces the number of consultations for psychological symptoms by about two-to-three visits per child, per year;

Whereas, Districts and schools across the country have adopted policies restricting student smartphone use during the school day. For example, starting in 2023, public schools in Florida began prohibiting student phone use during instructional time and blocking students’ access to social media on district Wi-Fi. In 2019, California’s AB 272 encouraged school districts to adopt policies limiting the use of smartphones in school. And, California’s AB 3216 “Pupils: use of smartphones,” introduced in February 2024, would require school districts to adopt a policy to prohibit the use of smartphones at school sites by July 1, 2026. Other states including Oklahoma, Kansas, Vermont, Ohio, Louisiana, and Pennsylvania have introduced similar legislation;

Whereas, BUL-5468.0 “Use of Cellular Telephones and Other Electronic Devices by Students” prohibits the use of cell phones during normal school hours or school activities, excluding lunchtime or nutrition unless the school has adopted a stricter policy. However, implementation of the existing cell phone policy varies by school site—sometimes from classroom to classroom. This policy has not been updated since 2011, prior to the widespread usage of smartphones by school-aged children;

Whereas, BUL-6299.2 “Social Media Policy for Students” provides guidelines regarding

student's social media use. This policy has not been updated since 2018; and

Whereas, School safety experts indicate that the use of cell phones by students could potentially decrease school safety during certain emergencies, spreading misinformation and interfering with official communications and directions to students; now, therefore be it

Resolved, That within 120 days, the Los Angeles Unified School District shall develop and present to the public at a Board Meeting updated cell phone and social media policies to prohibit student use of cell phones and social media platforms district-wide during the entire school day. The policies and their implementation shall be informed by best practices and by input from experts in the field, labor partners, staff, students, and parents;

Resolved further, That the updated policies will go into effect no later than the second semester of the 2024-2025 school year and shall include guidelines for implementation that:

- Are consistent with California and federal legal requirements including exemptions for IEP or Section 504 accommodations and emergencies;
- Are age appropriate and differentiated by grade level;
- Delineate an approach for smartphones versus text/voice only phones versus other smart devices like watches;
- Consider options for cell phone storage including locked pouches and/or cell phone lockers taking the needs of local school communities and stakeholders into account;
- Consider the use of technological means of restriction to social media platforms or other similar content by internet or cellular service;
- Provide guidance to school sites on communicating with students, families and employees regarding the policies; and, be it finally

Resolved, That the District shall advocate for state and federal legislation—including but not limited to AB 3216—limiting the use of smartphones at school sites as well as other legislation that limits the use of social media platforms, and support litigation, as appropriate, that limits the use of social media platforms that disrupt learning and contribute to declining student mental health.

TAB 30. Ms. Ortiz Franklin, Mr. Melvoin - Modern Budget Transparency for Student Achievement (Res-036-23/24)

Whereas, Los Angeles Unified School District is committed to equity, collaboration and excellence, leading every student to be ready for college, career and life;

Whereas, Providing the highest-quality instructional experience requires utilizing resources equitably, efficiently, and strategically to improve student outcomes and to do so requires timely, easy-to-understand budget analysis that well informs decisions;

Whereas, The Strategic Plan Pillar 3 Engagement and Collaboration commits to providing opportunities for robust stakeholder engagement in the school budget development process as a strategy for strengthening relationships between families, students, and their schools to improve student success;

Whereas, The Strategic Plan Pillar 4 Operational Effectiveness elevates the Priority of Sustainable Budgeting and the importance of establishing powerful new ways to look at data and District budgets to make the best decisions to serve our students;

Whereas, The Governing Board of the Los Angeles Unified School District passed the LAUSDATA: Los Angeles Unified Sharing Data for Accessibility, Transparency, and Accountability resolution (Res-021-17/18), which recognized the importance of open government, collective problem solving, trust and shared accountability and established the LAUSD Open Data portal which averages 1,372 monthly users;

Whereas, The Strategic Plan was aligned to budget investments in the OpenGov portal taking an important step towards tracking our investments connected to District goals and strategies, but currently lacks the ability to produce a report to understand usage;

Whereas, There are multiple places to access budget data which creates confusion, lack of clarity on the most up to date information, and budget allocation information is difficult to decipher, static, and only addresses high-level questions;

Whereas, Artificial Intelligence (AI) provides the possibility of enhancing efficiencies, expediting processing times, improved accuracy, and real-time customization for the user, and LA Unified is a leader in AI with applications such as Ed and presentations at renowned conferences;

Whereas, District students, parents, families, staff, and community members voice the importance of having access to readily available, easily understandable budget information so they can understand how the District is prioritizing its investments and to what extent those investments are impacting student experiences and achievement; and

Whereas, The District faces a challenging budgetary context with pandemic recovery funds expiring and California state budget projected deficits, making informed, transparent decisions alongside community necessary to ensure high-quality, equitable learning environments; now, therefore, be it

Resolved, That the Los Angeles Unified School District provide a primary resource for the community that is a consolidated, clear, comprehensive, detailed, language accessible, and AI-powered annual budget tool—publicly available online—that includes an FAQ section to help with navigation, and which:

- a. Integrates Artificial Intelligence so that users engage actively with the tool to ask questions and receive accurate answers,
- b. Includes customizable data visualizations, download capability, sort ability to analyze investments across schools, SENI quintile, board district, community of school, student demographic and other relevant data to be determined by stakeholder engagement,
- c. Includes all fund sources, totals, carryover, full-time and part-time equivalent allocations, position titles, per pupil expenditures for all funding sources across major categories,
- d. Is organized by categories commonly discussed at board meetings, in community meetings, and at school sites (determined by community described in Resolve 2 below),
- e. Includes year-over-year historical data for the past 3-year time period and includes budgeted and actual expenditures in each category,
- f. Has the capacity to support school-site budgetary decisions through including access to accurate and timely information for making real-time budget decisions;

Resolved further, That in order to design the first draft and final version of this tool, made available by July 1, 2025, the District continues to seek and incorporate community feedback that

- a. Includes LCAP parent groups, community partners, labor partners, and board offices,
- b. Is shared in language accessible formats, and when the community can best participate,
- c. Prioritizes engaging historically marginalized communities which can include but are not limited to native/indigenous, immigrant, disabled, and racial/ethnic subgroups, and
- d. Ensures that the product matches the demand of the end users (feedback shall be sought at least twice – at the outset and after a draft is available to test drive);

Resolved further, That by October 2025 the budget tool clearly connects to student outcomes, describing how specific investments impact student outcomes and strategic plan goals (recognizing limitations regarding causal and correlative connections as well as shared responsibility across programs, personnel and school/region/district staff) to inform budget development of the 2026-27 school year; and, be it finally

Resolved, That the budget tool and student achievement metrics are available at the regional and school site levels and are shared multiple times per year, publicly as a part of Strategic Plan updates, LCAP updates, and key budgetary milestones (including 2nd-interim report) to inform board decisions on budget development and approval.

### **ADJOURNMENT**

Ms. Gonez moved that the meeting be adjourned in memory of Juana Marcela Chavez, Early Education Aide, at Noble Avenue Early Education Center.

The meeting adjourned at 5:24 p.m.

APPROVED BY THE BOARD:

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JACKIE GOLDBERG  
PRESIDENT

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MICHAEL A. MCLEAN  
EXECUTIVE OFFICER OF THE BOARD

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

SPECIAL BOARD MEETING MINUTES

333 South Beaudry Avenue, Board Room

11:00 a.m., Tuesday, June 25, 2024

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in special session on Tuesday, June 25, 2024, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board, called the meeting to order at 12:05 a.m.

The following Board Members were present: Mr. Scott Schmerelson, Mr. Nick Melvoin, Ms. Kelly Gonez, Ms. Tanya Ortiz Franklin, and Board President Jackie Goldberg.

Dr. Rocío Rivas arrived at 12:09 p.m.

Mr. George McKenna, III, arrived at 12:17 p.m.

Superintendent Alberto M. Carvalho was also present.

**MISCELLANEOUS BUSINESS**

School Safety

Ms. Goldberg began the meeting by outlining its purpose to revisit and elaborate on the topic of school safety. She also noted her collaboration with the Independent Analysis Unit (IAU) to develop categories of questions and issues for consideration. These key issues identified include the School Police Policy, the District's plans for monitoring and evaluating safety initiatives, stakeholder and community engagement, and efforts to address root causes.

Mr. Andres Chait, Chief of School Operations, gave a presentation on School Safety. He emphasized the District's commitment and focus on Positive Behavior Intervention and Support (PBIS) and Community Based Safety (CBS). He noted that the District has formalized its policy on short-term school police on-campus deployments and highlighted the active community engagement efforts involving students, parents, and staff. Mr. Chait discussed the PBIS framework, including the Tiered Fidelity Inventory (TFI), which is used to assess how effectively a school is implementing PBIS, as well as the ongoing professional development for staff on PBIS. He also outlined goals for the upcoming year, provided an update on the Safe Schools Task Force, and addressed questions raised during the May 7<sup>th</sup> Regular Board meeting.

Mr. Chait further highlighted the following:

- Over 100 community-based safety pilot programs have been established at more than 80 Black Student Achievement Plan (BSAP) schools, primarily Groups 1 and 2.
- The pool of providers for these programs has been expanded to include over 60 providers.
- Vendors receive ongoing support from the District to streamline the procurement and contractual processes.
- A road map has been created for expanding beyond Group 1 and Group 2.

- There is a renewed commitment to PBIS and restorative practices.
- The number of safety collaboratives has increased, with over 30 established within all Regions.
- The goal is to enhance community involvement in safety collaboratives, expanding participation beyond law enforcement and school leaders.
- The community has been reengaged around safety topics through Every School Safe Blueprint.

Board Members expressed questions and concerns addressed by Mr. Pedro Salcido, Deputy Superintendent, Business Services and Operations and Mr. Andres Chait.

Dr. Rivas requested that the District seek experts in PBIS and restorative justice to strengthen our systems of safety and provide increased support for schools.

Mr. Schmerelson expressed remarks.

Ms. Goldberg expressed remarks and requested that we consolidate all the safety groups and committees to facilitate communication and ensure that all safety needs are met. She stressed that individuals with diverse opinions and perspectives should come together for constructive discussion. Additionally, she requested that the District identify areas where students commonly engage in fights, using school police, so that we can deploy resources in anticipation of these incidents.

Mr. Salcido and Mr. Chait responded to questions and concerns from Board Members

Board Members expressed remarks.

Melvoin expressed remarks and requested data on fights, disaggregated.

Ms. Goldberg summarized the discussion on safety, noting that the Board would like to see a more detailed plan for increasing the implementation of restorative justice as well as how we can enhance mental health support for students, both on and off campus, and whether that support is available online or in person. Additionally, there is interest in establishing peer-to-peer counseling options at schools. Board Members also requested regular quarterly reports on incidents of violence on campus, differentiating between minor disputes and more serious events. Furthermore, Ms. Goldberg emphasized the need for clarity on whether we are receiving sufficient support from the city council for crossing guards and street modifications, including the addition of speed bumps. Lastly, she requested a comprehensive plan that outlines the roles of the police and community partners, as well as the steps we will take to ensure the initiatives we endorse are effectively implemented.

Ms. Gonez emphasized the need for a holistic approach to budget investments, ensuring that schools receive the necessary staffing they require for adequate supervision.

Ms. Golberg added that the District should assess current staffing levels and determine what additional resources are needed to incorporate a holistic approach into the safety plan.

Dr. McKenna read into the record data from the Strategic Initiative Division of the Los Angeles School Police Department for the period of July 2023 to February 2024.

The following information was also requested:

Provide the 2023-2024 school experience survey data.



**PUBLIC COMMENT**

The following speakers addressed the Board:

|  |  |
|--|--|
| Tre'Niece Thomas, Student              | Support for Community Based Safety Programs                      |
| Maria Luisa Palma, Parent              | Prioritize Strengthening Academics                               |
| Sachi Hiromura, Student                | Support for Community Based Safety Programs                      |
| Monica Arazola, Parent                 | Support for School Police  |
| Channing Martinez, The Strategy Center | Ineffective Implementation of Community-Based Safety             |
| Irene, Parent                          | Expressed Concern for School Safety                              |
| Leo Ceron, Student                     | Support of Community Based Safety Programs                       |
| Isabel González, Parent                | Inspector General Audit Regarding School Safety                  |
| Kei'Shawn Henderson, Student           | Support for Community Based Safety Programs                      |
| Maria Daisy Ortiz, Community Member    | Support for School Police  |
| Brenda Ortega, Innercity Struggle      | Support Community Based Safety Programs                          |
| Diana Guillen, Parent                  | Support for School Police  |
| David Turner, Professor, UCLA          | Support for Community Based Safety and Restorative Justice       |
| Juan Magandi                           | Oppose Community Based Safety Organizations                      |
| David, Former Student                  | Defund School Police & Implement Community Based Safety Programs |
| Irma Cervantes, Parent                 | Support Restorative Justice                                      |
| Melanie Juan Cruz, Former Student      | Defund School Police & Implement Community Based Safety Programs |
| Norma Gonzalez, Parent                 | Expressed Concern for School Safety                              |
| Kaelin Banks, Student                  | Defund School Police and Fund Schools                            |
| Verenice Miron, Parent                 | Address Safety Needs of all Stakeholders                         |

Board President Goldberg noted that this would not be the final meeting on safety and that we can expect a report from Andres Chait in August or September covering the topics discussed in this meeting.

**ADJOURNMENT**

On motion by Ms. Goldberg and approved by general consent the meeting was adjourned at 2:37 p.m.

**APPROVED BY THE BOARD:**


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MS. JACKIE GOLDBERG  
PRESIDENT

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MR. MICHAEL MCLEAN  
EXECUTIVE OFFICER OF THE BOARD

mg

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

REGULAR BOARD MEETING MINUTES  
Including Closed Session Items  
333 South Beaudry Avenue, Board Room  
9:00 a.m., Tuesday, June 25, 2024

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, June 25, 2024, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board of Education called the meeting to order at 9:03 a.m.

The following Board Members were present: Dr. Rocío Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin, Ms. Ortiz Franklin and Board President Jackie Goldberg.

Dr. George McKenna arrived at 9:08 a.m.

Ms. Kelly Gonez arrived at 9:33 a.m.

Superintendent Alberto M. Carvalho was present.

**CLOSED SESSION ITEMS (Purpose and Authority)**

Mr. McLean announced that the following items would be discussed in closed session:

1. Student Discipline Matters (Education Code Section 48918[c][f])
2. Personnel (Government Code Section 54957)

Public Employee Discipline/Dismissal/Release

Senior Director, office of the Superintendent  
Chief of Communications, Engagement and Collaboration

Superintendent's Evaluation

3. Conference with Legal Counsel

Pending Litigation (Government Code Section 54956.9[d][1])

Quiej, Wilzon A. Monzon v. Los Angeles Unified School District  
Los Angeles Superior Court Case No. 20STCV25923

Berkovich, Gregory and Bronia v. Los Angeles Unified School District  
Los Angeles Superior Court Case No. 22STCV26798

D.B. v. Los Angeles Unified School District  
Los Angeles Superior Court Case No. 22STCV19398

John JJ Doe v. Los Angeles Unified School District  
Los Angeles Superior Court Case No. 21STCV02981

John JC Doe v. Los Angeles Unified School District  
Los Angeles Superior Court Case No. 22STCV40509

Jane AP Doe v. Los Angeles Unified School District  
Los Angeles Superior Court Case No. 23STCV26522

Anticipated Litigation (Government Code Section 54956.9[d][4])

2 cases

4. Conference with Labor Negotiators (Government Code Section 54957.6)

Negotiator: Dr. Murphy

Employee Organizations:

Associated Administrators of Los Angeles  
California School Employees Association  
Los Angeles County Building and Construction Trades Council  
Los Angeles School Police Association  
Los Angeles School Police Management Association  
Service Employees International Union, SEIU Local 99  
Teamsters  
United Teachers Los Angeles  
District Represented Employees and Contract Management Personnel

Negotiator: Ms. Navera Reed

Unrepresented Employees:

Senior Director, office of the Superintendent  
Chief of Communications, Engagement and Collaboration

### **PUBLIC COMMENT**

The following speakers addressed the Board on the subjects indicated:

Tab 1: Student Discipline Matters

- Vivian De Leon
- Jacqueline

Tab 2: Personnel

- Merquisedat Absalon
- Christopher Ramos

General Public Comment

- Maria Luisa Palma, School Discipline and Safety
- Isabel Gonzalez, School Safety
- Juan Magandi, School Safety
- Erlinda Morita, School Safety
- Maria Daisy Ortiz, School Safety
- Jocelyn Chairez, School Safety
- Juan Maldonado, School Safety
- Diana Guillen, School Safety, Budget Transparency
- Monica Arrazola, School Safety
- Gael Correa, School Lunch, School Safety
- Sarah Mian, Student Council, Successful School Programs
- Eliana Quandro, Student Council, Successful School Programs
- Abraham Romero, School Safety
- Marcela Garcia, School Safety
- David Garcia, School Safety
- Isabel Aguirre, Special Education, School Safety
- Eloisa Galinda, Student Support, Co-locations
- Norma Gonzalez, School Safety

Superintendent Carvalho briefly acknowledged the Student Council Members in attendance.

- - -

The Board recessed the public portion of the closed session meeting at 9:58 a.m. Closed session discussion began at 10:07 a.m. and ended at 11:56 p.m. The following Board Members were present: Dr. McKenna, Dr. Rivas, Mr. Schmerelson, Mr. Melvoin, Ms. Ortiz-Franklin, Ms. Gonez and Board President Goldberg.

- - -

The Board reconvened the public portion of the closed session meeting at 12:00 p.m.

The following Board Members were present, Mr. Melvoin, Ms. Gonez, Ms. Ortiz-Franklin and Board President Goldberg.

Dr. McKenna was absent.

Dr. Rivas was absent.

Mr. Schmerelson arrived at 12:02

Superintendent Alberto Carvalho was present.

Mr. McLean announced the following reportable actions as a result of the closed session discussion:

- The Board of Education approved the expulsion of students in case numbers 081-23/24, 082-23/24, 083-23/24, 084-23/24, 085-23/24, 088-23/24, 089-23/24, and 090-23/24, with the recommended dispositions. The vote was 7 ayes.
  - The Board of Education approved the expulsion of students in case numbers 086-23/24, 087-23/24, with the amended dispositions. The vote for all items was 5 ayes, 1 no, Mr. Schmerelson, 1 abstention, Dr. McKenna.
  - The Board of Education denied enrollment of student in case number 022A-23/24. The vote was 7 ayes.
  - The Board of Education further approved the conditional enrollment of student in case number 023A-23/24. The vote was 7 ayes.
- The Board of Education authorized the dismissal of one classified employee, the termination of one senior management employment agreement, and the non-reelection of one certificated probationary employee. The vote was 7 ayes.
- The Board of Education appointed Shannon Coppa to the position of Chief of Communications, Engagements, and Collaboration with a term ending September 30, 2024. Terms and conditions will be available upon the finalization of the agreement. The vote was 7 ayes.
- The Board of Education appointed Sasha Lopez to the position of Senior Director, Office of the Superintendent with a term ending June 30, 2026. Terms and conditions will be available upon the finalization of the agreement. The vote was 7 ayes.
- The Board of Education authorized the settlement in the following cases:
  - Berkovich, Gregory and Bronia v. Los Angeles Unified School District, Los Angeles Superior Court Case No. 22STCV26798;
  - D.B. v. Los Angeles Unified School District, Los Angeles Superior Court Case No. 22STCV19398;
  - John JJ Doe v. Los Angeles Unified School District, Los Angeles Superior Court Case No. 21STCV02981;
  - John JC Doe v Los Angeles Unified School District, Los Angeles Superior Court Case No. 22STCV40509;
  - Jane AP Doe v. Los Angeles Unified School District, Los Angeles Superior Court Case No. 23STCV26522.

Terms and conditions will be available upon the finalization of the agreements. The vote in all these matters was 7 ayes.

### **ADJOURNMENT**

The meeting was adjourned at 12:02 p.m.  
Bd. of Ed. Regular Board (CS) Meeting

**APPROVED BY THE BOARD:**

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JACKIE GOLDBERG  
PRESIDENT

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MICHAEL MCLEAN  
EXECUTIVE OFFICER OF THE BOARD

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

REGULAR MEETING MINUTES  
 333 South Beaudry Avenue, Board Room  
 10:00 a.m., Tuesday, August 13, 2024

The Board of Education of the City of Los Angeles, acting as the Governing Board of the Los Angeles Unified School District, met in regular session on Tuesday, August 13, 2024, at the Los Angeles City Board of Education Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board, called the meeting to order at 10:04 a.m.

The following Board Members were present: Dr. Rocío Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin, and Board President Jackie Goldberg.

Ms. Tanya Ortiz Franklin was absent.

Superintendent Alberto M. Carvalho was present.

Ms. Kelly Gonez joined the meeting via teleconference at 10:21 a.m.

Dr. George McKenna, III joined the meeting at 10:45 a.m.

The Pledge of Allegiance was led by Board Member Rivas.

**BOARD PRESIDENT'S REPORTS**

**ACKNOWLEDGEMENT OF THE CONTRIBUTION OF FORMER STUDENT BOARD MEMBERS**

Dr. Lorena Franco, Director, Student Empowerment Division, shared brief remarks and thanked the Board for the opportunity to highlight former Student Board Members.

Former Student Board Member Frances Suavillo (2019-2020), a Carson High School alumna and Stanford University student, thanked the Board for their commitment to listening to student voices, empowering them, and forging the leaders of tomorrow. She acknowledged the following two former Student Board Members who were absent:

- Leon Poppa (2015-2016), the first Student Board Member who graduated from Berstein High School as valedictorian and attended UCLA.
- Tyler Okeke (2018-2019) an alumnus of Dr. Vladovic Harvard Preparation Academy. also graduated from the University of Chicago.

Former Student Board Members Karen Calderon (2016-2017), Ben Holtzman (2017-2018), Parish Kanuga (2021-2022), and Nathaniel Shin (2022-2023) shared an update on their college studies and how the student Board Member opportunity laid a foundation for their future.

Former Student Board Member Karen Ramirez (2023-2024) administered the Oath of Office to Anely Cortez Lopez. Ms. Cortez Lopez made remarks regarding her new role as a Student Board Member and the opportunity to amplify student voices.

Ms. Goldberg spoke briefly about antisemitism and asked Dr. Karla Estrada, Deputy Superintendent of Instruction, to help the District develop guidelines for all classroom teachers regarding what antisemitism is and what it is not. Dr. Estrada assured Ms. Goldberg that her team would review and assess the materials the District currently has in place, add additional guidance, and put it together in a single document to review and get different perspectives.

### **LABOR PARTNERS**

Maria Nichols, President, Associated Administrators of Los Angeles, (AALA) shared concerns from the field via phone, text, and email including operational demands, and reduction in force. She shared three critical actions that only Administrators could accomplish – 1) Supervision of Instruction; Evaluation process, Annotating and uploading documents; 2) New Star System extensive time consuming tasks that require priority; and, 3) Professional development of all operational initiatives must be facilitated by Administration only, tasks that cannot be delegated to someone else.

Julie Van Winkle, AFT President, United Teachers of Los Angeles (UTLA), shared concerns regarding the rearrangement of top District Administrators and is curious about the funding and if funding from this position has increased or if additional positions have been created. She stated that UTLA stands with Local SEIU 99 as they bargain with the District. She expressed concern regarding an incident where she stated a Board Member endangered one of their members.

### **CONSENT ITEMS**

Remarks were heard from Ms. Goldberg regarding the Consent Calendar.

#### **NEW BUSINESS FOR ACTION:**

Items for action below to be adopted by a single vote:

- Tab 2. BOARD OF EDUCATION REPORT NO. 006-24/25  
Procurement Services Division – Facilities Contract
- Tab 3. BOARD OF EDUCATION REPORT NO. 012-24/25  
Adoption of Resolutions Making Certifications and Authorizing Performance of All Necessary Functions Related to the California Department of Forestry and Fire Protection’s Urban and Community Forestry Program 2023-2024 Green Schoolyards Supplemental Solicitation for Nonprofit Child Care Facilities Grant
- Tab 4. BOARD OF EDUCATION REPORT NO. 014-24/25  
Authorization to Increase the Charter Augmentation Grant for the Vaughn Next Century Learning Center New Two-Story Addition Project and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein



- Tab 5. BOARD OF EDUCATION REPORT NO. 015-24/25  
Define and Approve 25 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- Tab 7. BOARD OF EDUCATION REPORT NO. 002/24/25  
Donations of Money to the District Recommends approval of the donation of money to the District totaling \$1,183,582.56
- Tab 8. BOARD OF EDUCATION REPORT NO. 003-24/25  
Report of Cash Disbursements
- Tab 10. BOARD OF EDUCATION REPORT NO. 001-24/25  
Approval of Non-Routine Personnel Actions
- Tab 11. BOARD OF EDUCATION REPORT NO. 010-24/25  
Provisional Internship Permits
- Tab 12. BOARD OF EDUCATION REPORT NO. 008-24/25  
Approval of Routine Personnel Actions
- Tab 13. BOARD OF EDUCATION REPORT NO. 004-24/25  
Recommended Adoption of Instructional Materials for Universal Transitional Kindergarten

#### RESOLUTION REQUESTED BY THE SUPERINTENDENT

- Tab 16. Re-appointment of Member to the School Construction Bond Citizens' Oversight Committee (Ross) (Sup-Res-001-24/25)

Resolved, That the Governing Board of the Los Angeles Unified School District ratifies the re-appointment of William O. Ross IV, representing the 31st District PTSA, as Member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing on August 30, 2024. Mr. Ross is not an employee, official, vendor, contractor, or consultant of the District.

#### CORRESPONDENCE AND PETITIONS

- Tab 17. Report of Correspondence (ROC-001-24/25)

#### APPROVAL OF MINUTES

- Tab 18. MINUTES FOR APPROVAL (MIN-001 – 24/25)  
March 12, 2024 Regular Board Meeting, including Closed Session Items

Speakers addressed the Board on the following items on the consent calendar:

Tab 4 - Board of Education Report No. 014-24/25 Facilities Services Division (Authorization to Increase the Charter Augmentation Grant for the Vaughn Next Century Learning Center New Two-Story Addition Project and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein)

- David Tokofsky - Community Member
- Xitlalu Castro - Community Member
- Fidel Ramirez - Community Member
- Yvonne Chan - Community Member

Mr. Schmerelson moved that the Consent Items be adopted.

Mr. Melvoin seconded the motion.

On roll call vote, the Consent items were adopted, 6 ayes, 1 absent, Ms. Ortiz Franklin.

Student Board Member Lopez recorded an advisory vote of aye.

### **SUPERINTENDENTS REPORT**

Superintendent Carvalho welcomed Ms. Cortez Lopez to the Board and recognized the past Student Board Members who have ably represented this school district. He also shared the following highlights from the first day of school for the 2024-25 school year:

- Instruction on the first day
- All classrooms staffed with a credentialed teacher
- Local 99 SEIU members drove all bus routes
- 0.6% increase over last year's attendance on the first day of school (90.5% of goal)
- 99.8% of teacher fill rate (and the District is continuing to hire teachers)
- 427,000 meals served on day one
- Assistance from approximately 500 central and regional office staff with distribution of roughly 4500 student devices
- Deployed 813 portable HVAC units
- Decreased the helpdesk average wait time to 2 minutes
- 56 new electric buses
- All grade levels in reading and math posting academic gains
- Graduation rate is close to 87%, higher than pre-pandemic levels

He also explained that his team will provide periodic updates to the Board regarding progress towards goals, specifically the goals adopted by this Board related to literacy and numeracy, graduation, post-secondary success, and the social and emotional well-being of our students.

In closing he shared that recent Federal Communication Commission (FCC) policy changes have allowed greater flexibility in utilizing E-rate funding, supporting the hot spots that students and parents depend on as they access resources from the comfort of their homes.

**NEW BUSINESS FOR ACTION**

Tab 1. BOARD OF EDUCATION REPORT NO. 005 – 24/25  
Approval of Procurement Actions

The following speakers addressed the Board:

- Liliana Nochez - Community Member
- Lisa Kerwin - Community Member

Latasha Buck, Executive Director, Educational Options, Dr. Dean Tagawa, Executive Director, Early Childhood Education Division, Nolberto Delgadillo, Deputy Chief Financial Officer, and Chris Mount-Benites, Chief Financial Officer responded to questions from Board Members.

Mr. Melvoin moved that the report be adopted. Mr. Schmerelson seconded the motion.

On roll call vote, the report was adopted, 6 ayes, 1 absent, Ms. Ortiz Franklin.

Student Board Member Lopez recorded an advisory vote of aye.

Tab 6. BOARD OF EDUCATION REPORT NO. 016 – 24/25  
Facilities Services Division  
Authorization to Negotiate and Execute a Lease Renewal for Early College Academy - LA  
Trade Technical College at Los Angeles Trade Technical College August 13, 2024

Krisztina Tokes, Chief Facilities Executive and Frances Baez, Chief Academic Officer, Division of Instruction responded to questions from Board Members.

Remarks were heard from Board President Goldberg.

Dr. McKenna moved that the report be adopted. Mr. Schmerelson seconded the motion.

There were no speakers to address the Board on this item.

On roll call vote, the report was adopted, 6 ayes, 1 absent, Ms. Ortiz Franklin.

Student Board Member Lopez recorded an advisory vote of aye.

Tab 9. BOARD OF EDUCATION REPORT NO. 009 – 24/25  
Office of the Chief Business Officer  
Application for Exemption from the Required Expenditures for Classroom Teachers' Salaries

Mr. Delgadillo responded to a question from Board President Goldberg.

Mr. Melvoin moved that the report be adopted. Dr. Rivas seconded the motion.

There were no speakers to address the Board on this item.

On roll call vote, the report was adopted, 6 ayes, 1 absent, Ms. Ortiz Franklin.

Student Board Member Lopez recorded an advisory vote of aye.

Tab 19. Adoption of the 2024-2025 Committee Meeting Schedule (001-24/25)

Ms. Gonez expressed her desire to join the Greening Schools and Climate Resilience committee and asked if she could join the committee. Dr. Rivas agreed.

Ms. Gonez moved that the report be adopted. Mr. Schmerelson seconded the motion.

There were no speakers to address the Board on this item.

On roll call vote, the report was adopted with the following amendment, 6 ayes, 1 absent, Ms. Ortiz Franklin:

- Ms. Gonez will be added to the Greening Schools and Climate Resilience Committee as a member

Student Board Member Lopez recorded an advisory vote of aye.

### **PUBLIC COMMENT**

The following speakers addressed the Board on the subjects indicated:

|                                      |                                       |
|--------------------------------------|---------------------------------------|
| Joyce Marie Mebane, Community Member | Tarp on Fence at Crenshaw High School |
| Channing Martinez, Community Member  | BSAP                                  |

- - -

President Goldberg recessed the meeting at 12:08 p.m. because Board business was complete, allowing time for public comment speakers to become available via phone and in person.

- - -

The meeting reconvened at 1:55 p.m. The following Board Members were present: Dr. Rocío Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin, Ms. Tanya Ortiz Franklin, and Board President Jackie Goldberg.

### **PUBLIC COMMENT CONTINUED**

The following speakers addressed the Board on the subjects indicated:

|                         |  |
|-------------------------|--|
| Nelly Mendez, Parent    | School Safety/Child school enrollment  |
| Maria Palma, Parent     | School site Counsels                   |
| Diana Guillen, Parent   | Student Safety                         |
| Monica Arrizola, Parent | School Safety/Respect for Parents Time |

Maria Daisy Ortiz, Parent  
 Juan Mangandi, Parent  
 Isabel Aguirre, Parent  
 Marcela Garcia, Parent

Verenice Miron, Parent  
 Karina Lopez, Parent

Graduation Rates  
 School Safety  
 Transitional IEP, Cell Phone Usage  
 Stop Signs at Intersections/Safety/Parking for  
 Parents at Board Meetings  
 Importance of Parent Input  
 School Funds/School Safety

### **ADJOURNMENT**

Dr. Rivas moved that the meeting be adjourned in memory of Catherine Pinfold, Teacher, Dr. Sammy Lee and Health Science Magnet School. Mr. Schmerelson asked that the meeting also be adjourned in honor of Richard Roland Cochran, KLCS.

The meeting adjourned at 2:30 p.m.

APPROVED BY THE BOARD:

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JACKIE GOLDBERG  
 PRESIDENT

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MICHAEL MCLEAN  
 EXECUTIVE OFFICER OF THE BOARD

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[Return to Order of Business](#)

# TAB 27



# Los Angeles Unified School District

**616**

333 South Beaudry Ave,  
Los Angeles, CA 90017

## Board of Education Report

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File #: 039-24/25, Version: 1

Agenda Date: 2/11/2025

In Control: Office of the Chief Strategy Officer

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For Discussion: Mid-Year Annual Update to the 2024-25 District Local Control and Accountability Plan (039-24/25)

INTEROFFICE CORRESPONDENCE  
Los Angeles Unified School District  
Office of the Superintendent

**TO:** Members, Board of Education

**INFORMATIVE**

**DATE:** January 31, 2025

**FROM:** Alberto M. Carvalho, Superintendent

**SUBJECT: MID-YEAR ANNUAL UPDATE TO THE 2024-25 DISTRICT LOCAL CONTROL AND ACCOUNTABILITY PLAN**

The purpose of this informative is to provide the Board of Education with a mid-year annual update to the 2024-25 District Local Control and Accountability Plan (LCAP).

The Board of Education (Board) adopted the 2024-25 District LCAP at its June 25, 2024 Regular Board Meeting ([Board of Education Report No. 331-23/24](#)). It outlines the District's planned programs and students' supports for the school year with the community including students.

Pursuant to California Education Code section 52062(a)(6), the District is required to present a mid-year report on the annual update to the LCAP and the Local Control Funding Formula (LCFF) budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the Board as a nonconsent item. The update is a point-in-time report related to:

- Updated LCFF revenues
- Budget-to-actual expenditures towards LCAP goals
- Progress on the implementation of the LCAP to date
- Realized impact of additional fiscal resources allocated to the District after the adoption of the 2024-25 LCAP

The District is required to include the following in this update:

- Available mid-year outcome data related to metrics in the 2024-25 LCAP
- Available mid-year expenditure and implementation data for actions in the 2024-25 LCAP

This item's inclusion (which includes a [link to the mid-year annual update](#)) on the February 11, 2025 Regular Board Meeting Agenda will constitute confirmation that this report has been presented to and received by the Board, thus ensuring the District is in compliance with the state-mandated requirement.

If you have any questions, please contact Dr. Erik Elward, LCAP Administrator, at (213) 241-2636 or via email at [erik.elward1@lausd.net](mailto:erik.elward1@lausd.net)

c: Devora Navera Reed  
Pedro Salcido  
Karla V. Estrada  
Carolyn Spaht Gonzalez  
Kristen K. Murphy

Jaime Torrens  
Martha Alvarez  
Veronica Arreguin  
Jana Carter  
Amanda Wherritt

Sasha Lopez  
Patricia Chambers  
Karen Mercado  
Carol Delgado  
Michael McLean



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# TAB 28



# Los Angeles Unified School District

**619**

333 South Beaudry Ave,  
Los Angeles, CA 90017

## Board of Education Report

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File #: 040-24/25, Version: 1

Agenda Date: 2/11/2025

In Control: Office of the Chief Strategy Officer

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For Discussion - Mid-Year Annual Update to the 2024-25 Affiliated Charter School Local Control and Accountability Plans (040-24/25)

INTEROFFICE CORRESPONDENCE  
Los Angeles Unified School District  
Office of the Superintendent

**TO:** Members, Board of Education

**INFORMATIVE**

**DATE:** January 31, 2025

**FROM:** Alberto M. Carvalho, Superintendent

**SUBJECT: MID-YEAR ANNUAL UPDATE TO THE 2024-25 AFFILIATED CHARTER SCHOOLS' LOCAL CONTROL AND ACCOUNTABILITY PLANS**

The purpose of this informative is to provide the Board of Education with a mid-year annual update to the 2024-25 Affiliated Charter Schools' Local Control and Accountability Plans (LCAPs). The Board of Education (Board) adopted the 2024-25 Affiliated Charter Schools' LCAPs at its June 25, 2024 Regular Board Meeting ([Board of Education Report No. 332-23/24](#)).

Pursuant to California Education Code section 52062(a)(6), Affiliated Charter Schools are required to present a mid-year report on the annual update to their LCAPs and the Local Control Funding Formula (LCFF) budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the Board, as a nonconsent item. The update is a point-in-time report related to:

- Updated LCFF revenues
- Budget-to-actual expenditures towards LCAP goals
- Progress on the implementation of the LCAPs
- Realized impact of additional fiscal resources allocated to the District's Affiliated Charter Schools after the adoption of their 2024-25 LCAPs

The Affiliated Charter Schools are required to include the following in this update:

- Available mid-year outcome data related to metrics in the 2024-25 LCAPs
- Available mid-year expenditure and implementation data for actions in the 2024-25 LCAPs

This item's inclusion (which includes a [link to the mid-year updates](#)) on the February 11, 2025 Regular Board Meeting Agenda will constitute confirmation that this report has been presented to and received by the Board, thus ensuring the District's Affiliated Charter Schools are in compliance with the state-mandated requirement.

If you have any questions, please contact Dr. Erik Elward, LCAP Administrator, at (213) 241-2636 or via email at [erik.elward1@lausd.net](mailto:erik.elward1@lausd.net).

c: Devora Navera Reed  
Pedro Salcido  
Karla V. Estrada  
Carolyn Spaht Gonzalez  
Kristen K. Murphy  
Jaime Torrens

Martha Alvarez  
Veronica Arreguin  
Jana Carter  
Amanda Wherritt  
Sasha Lopez  
Patricia Chambers

Karen Mercado  
Carol Delgado  
Michael McLean  
Jose J. Cole-Gutierrez  
Erick Elward

[Return to Order of Business](#)

# TAB 29



# Los Angeles Unified School District

**622**

333 South Beaudry Ave,  
Los Angeles, CA 90017

## Board of Education Report

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**File #:** 048-24/25, **Version:** 1

**Agenda Date:** 2/11/2025

**In Control:** Board of Education

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Motion to Adopt a Revised 2024-2025 Board Meeting Schedule (048-24/25)

| Meeting Type                     | Meeting Date           | Day of the Week      | Meeting Start Time  |
|----------------------------------|------------------------|----------------------|---------------------|
| Closed                           | 8/6/2024               | Tuesday              | 10:00 AM            |
| Regular                          | 8/13/2024              | Tuesday              | 10:00 AM            |
| Regular                          | 9/10/2024              | Tuesday              | 10:00 AM            |
| Closed                           | 9/11/2024              | Wednesday            | 10:00 AM            |
| Committee of the Whole           | 9/17/2024              | Tuesday              | 10:00 AM            |
| Committee of the Whole           | 10/15/2024             | Tuesday              | 10:00 AM            |
| Regular                          | 10/22/2024             | Tuesday              | 10:00 AM            |
| Closed                           | 10/23/2024             | Wednesday            | 10:00 AM            |
| Committee of the Whole           | 11/12/2024             | Tuesday              | 10:00 AM            |
| Regular                          | 11/19/2024             | Tuesday              | 10:00 AM            |
| Closed                           | 11/20/2024             | Wednesday            | 10:00 AM            |
| Committee of the Whole           | 12/3/2024              | Tuesday              | 10:00 AM            |
| Annual Meeting                   | 12/10/2024             | Tuesday              | 10:00 AM            |
| Regular                          | 12/10/2024             | Tuesday              | 10:45 AM            |
| Closed                           | 12/11/2024             | Wednesday            | 10:00 AM            |
| Regular                          | 1/14/2025              | Tuesday              | 10:00 AM            |
| Closed                           | 1/15/2025              | Wednesday            | 10:00 AM            |
| Committee of the Whole           | 1/28/2025              | Tuesday              | 10:00 AM            |
| Regular                          | 2/11/2025              | Tuesday              | 10:00 AM<br>1:00 PM |
| Closed                           | 2/12/2025<br>2/11/2025 | Wednesday<br>Tuesday | 10:00 AM<br>9:00 AM |
| Committee of the Whole           | 2/18/2025              | Tuesday              | 10:00 AM            |
| Regular                          | 3/11/2025              | Tuesday              | 10:00 AM<br>1:00 PM |
| Closed                           | 3/12/2025<br>3/11/2025 | Wednesday<br>Tuesday | 10:00 AM<br>9:00 AM |
| Committee of the Whole           | 3/18/2025              | Tuesday              | 10:00 AM            |
| Regular                          | 4/8/2025               | Tuesday              | 10:00 AM<br>1:00 PM |
| Closed                           | 4/9/2025<br>4/8/2025   | Wednesday<br>Tuesday | 10:00 AM<br>9:00 AM |
| Committee of the Whole           | 4/22/2025              | Tuesday              | 10:00 AM            |
| Regular                          | 5/13/2025              | Tuesday              | 10:00 AM<br>1:00 PM |
| Closed                           | 5/14/2025<br>5/13/2025 | Wednesday<br>Tuesday | 10:00 AM<br>9:00 AM |
| Committee of the Whole           | 5/20/2025              | Tuesday              | 10:00 AM            |
| Regular                          | 6/3/2025               | Tuesday              | 10:00 AM<br>1:00 PM |
| Closed                           | 6/4/2025<br>6/3/2025   | Wednesday<br>Tuesday | 10:00 AM<br>9:00 AM |
| Regular Budget and LCAP Hearing  | 6/17/2025              | Tuesday              | 10:00 AM<br>1:00 PM |
| Closed                           | 6/18/2025<br>6/17/2025 | Wednesday<br>Tuesday | 10:00 AM<br>9:00 AM |
| Regular Budget and LCAP Adoption | 6/24/2025              | Tuesday              | 10:00 AM<br>1:00 PM |
| Closed                           | 6/25/2025<br>6/24/2025 | Wednesday<br>Tuesday | 10:00 AM<br>9:00 AM |

[Return to Order of Business](#)

# TAB 30



# Los Angeles Unified School District

**625**

333 South Beaudry Ave,  
Los Angeles, CA 90017

## Board of Education Report

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**File #:** 049-24/25, **Version:** 1

**Agenda Date:** 2/11/2025

**In Control:** Board of Education

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Motion to Adopt a Revised 2024-2025 Committee Schedule (049-24/25)



# 2024-2025 LAUSD Committee Schedule

## Charter School Committee

Dr. Rocio Rivas, Chair  
~~Jackie Goldberg~~  
 Tanya Ortiz Franklin

Wednesday, 4 p.m.

Nov. 13, 2024      Apr. 30, 2025  
 Feb. 26, 2025

[Zoom Link](#)

Zoom ID: 829 7791 4420

Zoom Call: 888-475-4499

Meeting Lead: Miriam Gonzalez

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## Children and Families in Early Education

Kelly Gonez, Chair  
 Nick Melvoin  
 Tanya Ortiz Franklin

Thursday, 10 a.m.

Sept. 19, 2024      Mar. 20, 2025  
 Oct. 17, 2024      May 08, 2025  
 Jan. 23, 2025

[Zoom Link](#)

Zoom ID: 847 0526 4926

Zoom Call: 888-475-4499

Meeting Lead: Lisa Lopez

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## Committee of the Whole

~~Scott Schmerelson~~ Dr. **Rocio Rivas**, Chair  
 All Board Members

Tuesday, 10 a.m.

|                |               |               |
|----------------|---------------|---------------|
| Sept. 17, 2024 | Dec. 3, 2024  | Mar. 18, 2025 |
| Oct. 15, 2024  | Jan. 28, 2025 | Apr. 22, 2025 |
| Nov. 12, 2024  | Feb. 18, 2025 | May 20, 2025  |

[Zoom Link](#)

Zoom ID: 841 3628 9341

Zoom Call: 888-475-4499

Meeting Lead: various

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# 2024-2025 LAUSD Committee Schedule

## Curriculum/Instruction

Karla Griego, Chair

[Zoom Link](#)

Zoom ID: 834 2467 8049

Zoom Call: 888-475-4499

Thursday, 4:30 p.m.

Sept. 26, 2024

Nov. 21, 2024

Oct. 24, 2024

Mar. 20, 2025

May 15, 2025

Meeting Lead: Lisa Lopez

~~\*Please note that this committee will conclude in November 2024~~

## Greening/Climate Resilience

Dr. Rocio Rivas, Chair

Scott Schmerelson

~~Dr. George McKenna~~

Sherlett Newbill

[Zoom Link](#)

Zoom ID: 815 1855 9131

Zoom Call: 888-475-4499

Wednesday, 4 p.m.

Sept. 24, 2024\*

Feb Date TBD

Nov. 14, 2024

Mar. 26, 2025

Jan. 29, 2025

May 28, 2025

\*Meeting to be held on TUESDAY, 1pm-4pm

Meeting Lead: Ebony Wilson

## Procurement/Facilities

Nick Melvoin, Chair

Tanya Ortiz Franklin

~~Scott Schmerelson~~

[Zoom Link](#)

Zoom ID: 847 5091 8745

Zoom Call: 888-475-4499

Tuesday, 3 p.m.

Oct. 01, 2024

Mar. 18, 2025

Nov. 12, 2024

Apr. 22, 2025

Jan. 28, 2025

Meeting Lead: Miriam Gonzalez

# 2024-2025 LAUSD Committee Schedule

## Safety/School Climate

Tanya Ortiz Franklin, Chair  
~~Jackie Goldberg~~  
~~Dr. Rocio Rivas~~  
 Karla Griego  
 Sherlett Newbill

[Zoom Link](#)

Zoom ID: 880 9013 4820

Zoom Call: 888-475-4499

Thursday, 3 p.m.

|                |               |
|----------------|---------------|
| Sept. 12, 2024 | Mar. 27, 2025 |
| Oct. 10, 2024  | Apr. 24, 2025 |
| Feb. 27, 2025  |               |

Meeting Lead: Ebony Wilson

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## Special Education

Karla Griego, Chair  
 Scott Schmerelson, Chair  
~~Dr. George McKenna~~  
 Dr. Rocio Rivas

[Zoom Link](#)

Zoom ID: 836 6097 2478

Zoom Call: 888-475-4499

Wednesday, 3 p.m.

|                |              |
|----------------|--------------|
| Sept. 11, 2024 | Mar. 5, 2025 |
| Nov. 6, 2024   | May 7, 2025  |
| Jan. 22, 2025  |              |

Meeting Lead: Miriam Gonzalez

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(end)

# TAB 31



## Board of Education Report

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**File #:** UIP-004-24/25, **Version:** 1

**Agenda Date:** 2/11/2025

**In Control:** Board of Education


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Los Angeles School Police Management Association (Unit H) Initial Bargaining Proposals for 2025 Successor Negotiations (UIP-004-24/25)

INTER-OFFICE CORRESPONDENCE  
LOS ANGELES UNIFIED SCHOOL DISTRICT  
Office of Labor Relations

**TO:** Michael McLean  
Executive Officer of the Board

**DATE:** February 3, 2025

**FROM:**  Robert Samples, Director  
Office of Labor Relations

**SUBJECT: LOS ANGELES SCHOOL POLICE MANAGEMENT ASSOCIATION (UNIT H) INITIAL  
BARGAINING PROPOSALS FOR 2025 SUCCESSOR NEGOTIATIONS**

Los Angeles School Police Management Association (LASPMA), Unit H, has informed the Office of Labor Relations of their intent to present Initial Proposals for Successor Negotiations. LASPMA (Unit H) will present the attached proposals to the Board.

Please place this item on the Agenda for the next Board meeting.

Thank you.

Attachment



Los Angeles School Police  
**MANAGEMENT ASSOCIATION**  
2202 S. Figueroa Street #724, Los Angeles, CA 90007  
(213) 737-1700

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January 30, 2025

Rob Samples, Director  
LAUSD Office of Labor Relations  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California, 90017

**SUBJECT: LASPMA successor agreement to 2022 - 2025  
Unit H Collective Bargaining Agreement (CBA)**

Dear Mr. Samples,

The Los Angeles School Police Management Association (LASPMA Unit H) is requesting to negotiate a successor agreement to our current 2022 – 2025 CBA agreement.

We request these proposals be placed on the agenda of the next LAUSD Board of Education meeting for sunshine purposes. We look forward to productive conversations regarding this matter as soon as possible.

Please contact the LASPMA President Jason Muck by email [jason.muck@laspma.com](mailto:jason.muck@laspma.com) or by phone at (626) 319-2695 to begin discussions. We will be looking for dates sometime in early March 2025.

Regards,

JASON MUCK  
LASPMA President

## **Los Angeles School Police Management Association (Unit H)**

**Initial proposal to the Los Angeles Unified School District to negotiate a successor agreement to the 2022 -2025 Unit H Collective Bargaining Agreement.**

**We wish to prioritize the following,**

**Opening all articles & appendices of the current LASPMA (Unit H) Collective Bargaining Agreement to include:**

- **Wages, salary, and or differential pay.**
- **Additional language changes to all articles & appendices in the Unit H CBA, as needed.**

**The Los Angeles School Police Management Association reserves the right to add to, modify, delete, or revise the foregoing, and submit additional proposals.**



# TAB 32



## Board of Education Report

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**File #:** UIP-005-24/25, **Version:** 1

**Agenda Date:** 2/11/2025

**In Control:** Board of Education


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Los Angeles/Orange Counties Building and Construction Trades Council Initial Bargaining Proposals for 2025  
Successor Negotiations (UIP-005-24/25)

INTER-OFFICE CORRESPONDENCE  
LOS ANGELES UNIFIED SCHOOL DISTRICT  
Office of Labor Relations

**TO:** Michael McLean  
Executive Officer of the Board

**DATE:** February 5, 2025

**FROM:**  Robert Samples, Director  
Office of Labor Relations

**SUBJECT: LOS ANGELES/ORANGE COUNTIES BUILDING AND CONSTRUCTION TRADES  
COUNCIL INITIAL BARGAINING PROPOSALS FOR 2025 SUCCESSOR NEGOTIATIONS**

Los Angeles/Orange Counties Building and Construction Trades Council ("Trades"), Unit E, has informed the Office of Labor Relations of their intent to present Initial Proposals for Successor Negotiations. The Trades Council will present the attached proposals to the Board.

Please place this item on the Agenda for the next Board meeting.

Thank you.

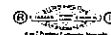
Attachment



# **Los Angeles / Orange Counties Building and Construction Trades Council**

*Affiliated with the Building & Construction Trades Dept., AFL-CIO*

1626 Beverly Boulevard  
Los Angeles, CA 90026-5784  
Phone (213) 483-4222  
(714) 827-6791  
Fax (213) 483-4419



VIA EMAIL

February 4, 2025

Alberto Carvalho  
Superintendent of Schools,  
Los Angeles Unified School District  
333 South Beaudry Avenue  
Los Angeles, CA 90017

Dear Superintendent Carvalho,

In accordance with the collective bargaining agreement (CBA) between the Los Angeles/Orange Counties Building and Construction Trades Council (LA/OC Trades) and the Los Angeles Unified School District (LAUSD) for the period of May 26, 2023 and June 30, 2025 LA/OC Trades makes official notice to full contract negotiations on a successor agreement.

LA/OC Trades is willing to meet and confer and bargain in good faith wages, benefits and terms and conditions of employment for bargaining unit members of LAUSD.

LA/OC Trades proposes to open and negotiate all items in the CBA including Articles and Appendices and Tables of Contents. LA/OC Trades will submit additional proposals at a later date and will reserve the right to add, amend, modify, and change its proposals.

Please sunshine this letter as per our request for full contract negotiations with the District no later than March 1, 2025.

Please contact me at your earliest convenience to arrange mutually suitable negotiating date(s) time(s) and place(s). I can be reached at (213) 222-5221 or [ealvarez@laocbuildingtrades.org](mailto:ealvarez@laocbuildingtrades.org)

In Solidarity,

*Eddie Alvarez*

Eddie Escotó Alvarez  
Council Representative, Los Angeles County

EA: aht.opei.537