



## Board of Education Report

**File #:** Rep-315-24/25, **Version:** 1  
**In Control:** Charter Schools Division

**Agenda Date:** 5/13/2025

### **Approval of the Renewal Petition for Louis Armstrong Middle (Affiliated Charter School) [PUBLIC HEARING]**

Charter Schools Division

#### **Brief Description:**

(Approval of the Renewal Petition for Louis Armstrong Middle) Recommends approval of the renewal petition for Louis Armstrong Middle, with a benchmark in the area of academics, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 1,584 students in grades 6-8 in each year of the charter term.

#### **Action Proposed:**

Approve the renewal petition for Louis Armstrong Middle (“Charter School”), with a benchmark in the area of academics, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 1,584 students in grades 6-8 in each year of the charter term. Please note, for all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

#### **Background:**

Louis Armstrong Middle is a 6-8 school currently serving 1,174 students on a District site at 5041 Sunnyslope Avenue, Sherman Oaks, CA 91423 in Board District 3 and Region North. Louis Armstrong Middle was originally approved by the LAUSD Board of Education on June 12, 2012. On May 9, 2017, the charter school was renewed for a five-year term to serve 2,002 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Louis Armstrong Middle expires June 30, 2025.

On February 13, 2025, Louis Armstrong Middle submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its affiliated charter school. The 90-day statutory timeline for Board action on this petition runs through May 14, 2025.

An initial Public Hearing was held on April 8, 2025.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

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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. 315, 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 Affiliated 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 Affiliated FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the Affiliated FSDRL shall be updated accordingly.

**Budget Impact:**

As an affiliated charter school, Louis Armstrong Middle is part of the District for purposes of special education. As an affiliated charter, all revenues generated by the school will be received by LAUSD. The District will allocate school resources in the same manner as it does a non-charter school except as otherwise specified in the statute and in applicable District policies.

**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 - Louis Armstrong Middle Data Set  
Attachment C - Louis Armstrong Middle RSM Data  
Attachment D - Desegregation Impact Statement

Petition will be available prior to the board meeting at the following link:

[https://drive.google.com/drive/folders/1atUielym0u4W4uuQLj5oDEAMnMtYga2Q?usp=drive\\_link](https://drive.google.com/drive/folders/1atUielym0u4W4uuQLj5oDEAMnMtYga2Q?usp=drive_link)

**Submitted:**

04/08/25

**RESPECTFULLY SUBMITTED,**

**APPROVED & PRESENTED BY:**

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ALBERTO M. CARVALHO  
Superintendent

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CAROLYN SPAHT GONZALEZ  
Chief of Staff  
Office of the Superintendent

**REVIEWED BY:**

**APPROVED & PRESENTED BY:**

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DEVORA NAVERA REED  
General Counsel

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JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

\_\_\_ Approved as to form.

**REVIEWED BY:**

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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 315-24/25  
 May 13, 2025

School Name:	<b>Louis Armstrong Middle (Affiliated Charter School)</b>		<b>BOARD IS REQUIRED TO TAKE ACTION BY:  May 14, 2025</b>
Type of Charter School:	<b>Conversion Affiliated Charter School</b>		
Charter Operator	<b>Los Angeles Unified School District</b>		
Location Code:	<b>8238</b>		
Type of Site(s):	<b>District Site</b>		
Site Address(es):	<b>5041 Sunnyslope Avenue, Sherman Oaks, CA 91423</b>		
Board District(s):	<b>3</b>	Region(s):	<b>North</b>
Grade Levels Served:	<b>6-8</b>	Current Enrollment:	<b>1,174</b>
Grade Levels Authorized in Current Charter:	<b>6-8</b>	Approved Enrollment in Current Charter:	<b>2,002</b>
<b>CONSIDERATION:</b>	<b>Renewal</b>		
<b>CDE PERFORMANCE CATEGORY:</b> (PER CDE'S 2025 CLASSIFICATION)	<b>Middle Performing</b>		
<b>STAFF RECOMMENDATION:</b>	<b>Approval with a benchmark for a five (5)-year term (2025-2030)</b>		
<b>PROPOSED BENCHMARKS:</b>	<p>The following benchmark are proposed for Louis Armstrong Middle for the 2025-2030 charter term:</p> <ol style="list-style-type: none"> <li>1. In each year of the charter term, the school shall demonstrate academic growth in Math for Students with Disabilities as reported on the California School Dashboard Math Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level or achieved a DFS that is equal to or higher than their respective student group state average DFS.</li> </ol> <p>As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.</p>		

# **STAFF ASSESSMENT**

## **I. ACTION PROPOSED**

Staff recommends approval of the renewal petition for Louis Armstrong Middle (“Charter School”), with a benchmark in the area of academics, located in Board District 3 and Region North, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 1,584 students in grades 6-8 in each year of the charter term. Please note, for all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy.

## **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:**

Consistent with Education Code section 47611.5, the petition contains a declaration that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

- Does the petition contain a declaration of whether or not the Los Angeles Unified School District 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>Louis Armstrong Middle</b>
<b>Initial Authorization:</b>	On June 12, 2012, Louis Armstrong Middle (formerly Robert A. Millikan Middle School, Performing Arts Magnet & Science Academy STEM School Millikan MS; Robert A. Millikan Affiliated Charter & Performing Arts Magnet Middle School) was authorized by the LAUSD Board of Education to serve 2,200 students in grades 6-8.
<b>Most Recent Renewal</b>	<p>The charter was renewed on May 9, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 2,002 students in grades 6-8.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Louis Armstrong Middle expires June 30, 2025.</p>
<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>	Louis Armstrong Middle submitted its renewal petition application on February 13, 2025. The 90-day statutory timeline for Board action on the petition runs through May 14, 2025.
<b>Concurrent Request for Material Revision:</b>	Not Applicable
<b>Master Plan for English Learners and Standard English Learners:</b>	Louis Armstrong Middle implements the District's Master Plan for English Learners and Standard English Learners.
<b>Special Education SELPA</b>	As a District-affiliated charter school, Louis Armstrong Middle is a member of the LAUSD SELPA.

#### B. Charter School Operator

As a District-affiliated charter school, Louis Armstrong Middle is subject to the governance and control of the LAUSD Board of Education.

### IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

#### a. Summary

Louis Armstrong Middle 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. The charter school has attained measurable increases in academic achievement schoolwide and for the majority of numerically significant student groups. Further analysis of Resident Schools Median (RSM) data compared to the charter school revealed that All Students and the majority of its numerically significant student groups outperformed the RSM in Math.

Please see the attached Louis Armstrong Middle data sets.

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.

**Louis Armstrong Middle School Dashboard Indicators**

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

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

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students and higher than the state for seven of eight numerically significant student groups. In 2023 in ELA, the charter school's DFS was higher than the state for All Students, and higher than the state for six of eight numerically significant student groups. In 2024 in ELA, the charter school's DFS was higher than the state for All Students, and higher than the state for seven of eight student groups.

**Louis Armstrong Middle School - 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	Not Met	High	21.0	Low	-12.2	Higher
Black or African American	Not Met	Low	-42.0	Low	-57.7	Higher
Asian	Met	Very High	71.6	Very High	63.0	Higher
Latino	Not Met	Low	-8.9	Low	-38.6	Higher
Two or More Races	Met	Very High	59.7	High	25.1	Higher
White	Met	High	39.7	High	21.9	Higher
English Learner	Not Met	Very Low	-82.1	Low	-61.2	Lower



Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	Not Met	Low	-6.0	Low	-41.4	Higher
Students with Disabilities	Not Met	Very Low	-78.7	Very Low	-97.3	Higher

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

### Louis Armstrong Middle School - 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)
<b>All Students</b>	<b>Met</b>	<b>Green</b>	<b>14.8</b>	<b>-6.1</b>	<b>Orange</b>	<b>-13.6</b>	<b>Higher</b>
Black or African American	Met	Yellow	-14.8	32.1	Orange	-59.6	Higher
Asian	Met	Green	57.1	-14.5	Blue	61.8	Lower
Latino	Met	Orange	-8.5	1.0	Orange	-40.2	Higher
Two or More Races	Met	Green	42.1	-17.6	Green	24.3	Higher
White	Met	Green	28.4	-11.3	Green	20.8	Higher
English Learner	Met	Orange	-74.9	8.3	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-15.5	-9.5	Orange	-42.6	Higher
Students with Disabilities	Met	Red	-87.9	-8.5	Red	-96.3	Higher

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

### Louis Armstrong Middle School - 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>Green</b>	<b>15.8</b>	<b>1.0</b>	<b>Orange</b>	<b>-13.2</b>	<b>Higher</b>
Black or African American	Met	Blue	10.8	25.6	Orange	-58.9	Higher
Asian	Met	Blue	82.5	25.3	Blue	60.7	Higher
Latino	Met	Orange	-14.1	-5.5	Orange	-39.3	Higher
Two or More Races	Met	Green	37.5	-4.7	Green	24.3	Higher
White	Met	Green	34.0	5.6	Green	19.2	Higher
English Learner	Met	Yellow	-67.6	7.3	Orange	-67.6	Same
Socioeconomically Disadvantaged	Met	Yellow	-10.5	5.1	Orange	-40.9	Higher
Students with Disabilities	Met	Red	-86.5	1.5	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 lower than the state for five of eight 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 seven of eight 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 four of eight student groups.

As noted above, staff is recommending a benchmark in Math for the Students with Disabilities student group. In order to increase all student outcomes in Math the charter school leaders report the adoption and implementation of a new math curriculum in the 2023-2024 school year. Math intervention is provided based on student data analysis. To address the specific needs of students with disabilities, school leadership reports increasing the special education program staffing by adding a Resource Specialist Teacher and Special Education Support Provider. Resource Specialist Teachers and Special Day Program Teachers receive professional development with general education teachers on the new math program.

### Louis Armstrong Middle School - 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	Not Met	Low	-43.8	Low	-51.7	Higher
Black or African American	Not Met	Very Low	-127.8	Very Low	-106.9	Lower
Asian	Met	High	11.7	Very High	48.4	Lower
Latino	Not Met	Low	-76.1	Low	-83.4	Higher
Two or More Races	Met	High	9.9	Medium	-9.9	Higher
White	Not Met	Medium	-18.1	Medium	-13.4	Lower
English Learner	Not Met	Very Low	-125.7	Low	-92.0	Lower
Socioeconomically Disadvantaged	Not Met	Low	-75.4	Low	-84.0	Higher
Students with Disabilities	Not Met	Very Low	-146.0	Very Low	-130.8	Lower

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

### Louis Armstrong Middle School - 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	-52.6	-7.9	Orange	-49.1	Lower
Black or African American	Met	Orange	-98.2	39.6	Red	-104.5	Higher
Asian	Met	Green	9.3	-2.4	Blue	50.8	Lower
Latino	Met	Orange	-86.7	-10.4	Orange	-80.8	Lower
Two or More Races	Met	Yellow	-19.3	-29.2	Yellow	-7.4	Lower
White	Met	Orange	-30.8	-11.8	Yellow	-11.1	Lower
English Learner	Met	Red	-136.5	-6.1	Orange	-93.4	Lower

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	Met	Orange	-85.4	-8.9	Yellow	-80.8	Lower
Students with Disabilities	Met	Red	-147.8	-0.5	Orange	-127.3	Lower

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

### Louis Armstrong Middle School - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-39.1	13.5	Orange	-47.6	Higher
Black or African American	Met	Yellow	-61.2	37.0	Red	-102.2	Higher
Asian	Met	Blue	62.6	53.3	Blue	49.5	Higher
Latino	Met	Yellow	-76.6	10.2	Orange	-79.2	Higher
Two or More Races	Met	Yellow	-23.1	-3.8	Yellow	-5.3	Lower
White	Met	Green	-12.6	18.2	Yellow	-10.3	Lower
English Learner	Met	Orange	-111.7	24.8	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Yellow	-66.2	19.2	Orange	-78.2	Higher
Students with Disabilities	Met	Red	-148.8	-0.9	Red	-124.3	Lower

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

#### e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Very High was higher than the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Yellow was the same as the state's color of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate. In 2024 on the ELPI, the charter school's English Learner Progress Rate for English Learner and Long-term English Learner student groups was higher than the state's rates, respectively.

### Louis Armstrong Middle School - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Very High	66.1%	Medium	50.3%	Higher

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

### Louis Armstrong Middle School - 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	Yellow	61.1%	-5.0%	Yellow	48.7%	Higher

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

## Louis Armstrong Middle School - 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	62.5%	1.4%	Orange	45.7%	Higher
Long Term English Learner	Met	No Performance Color	66.7%	18.7%	Orange	45.8%	Higher

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students and for five of eight numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for five of eight 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 for six of nine 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

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 categories: Governance; Student Achievement and Educational Performance; and Organizational Management, Programs, and 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 Louis Armstrong Middle 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>Accomplished</i>
2023-2024	<i>Accomplished</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.

Louis Armstrong Middle 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, staff determined that the school's performance in Math requires further review.

Based on the charter school's performance on California School Dashboard in Math, Staff conducted a further analysis in comparison to the Resident Schools Median (RSM).<sup>1</sup> As indicated in the tables below, when comparing the school to the RSM, Louis Armstrong Middle's data indicates that its student performance on the California School Dashboard in 2022, 2023, and 2024 was higher than the RSM for All Students and for the majority of the numerically significant student groups.

<sup>1</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.

## Resident Schools Analysis

Louis D. Armstrong Middle 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	1,252	Low	-43.8	11,626	Very Low	-108.0	Higher
Asian	46	High	11.7	371	Very High	99.5	Lower
Black or African American	101	Very Low	-127.8	153	Low	-88.3	Lower
Latino	445	Low	-76.1	8,570	Very Low	-115.8	Higher
Two or More Races	69	High	9.9	125	High	14.6	Lower
White	577	Medium	-18.1	1,704	Low	-75.9	Higher
English Learner	109	Very Low	-125.7	3,196	Very Low	-164.9	Higher
Socioeconomically Disadvantaged	638	Low	-75.4	9,857	Very Low	-111.2	Higher
Students with Disabilities	150	Very Low	-146.0	1,742	Very Low	-173.8	Higher

Data Sources: California School 2022 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

Louis Armstrong Middle 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	1,231	Orange	-52.6	11,431	Orange	-110.2	Higher
Asian	43	Green	9.3	309	Blue	125.8	Lower
Black or African American	93	Orange	-98.2	137	Yellow	-73.3	Lower
Latino	414	Orange	-86.7	8,462	Orange	-118.8	Higher
Two or More Races	74	Yellow	-19.3	120	Blue	31.5	Lower
White	578	Orange	-30.8	1,718	Orange	-78.6	Higher
English Learner	121	Red	-136.5	3,267	Red	-159.6	Higher
Socioeconomically Disadvantaged	587	Orange	-85.4	9,107	Orange	-113.0	Higher
Students with Disabilities	138	Red	-147.8	1,781	Red	-176.2	Higher

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

**Louis Armstrong Middle 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator**

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
<b>All Students</b>	1,132	Yellow	-39.1	11,382	Orange	-104.6	Higher
<b>Asian</b>	30	Blue	62.6	425	No Color	1.8	Higher
<b>Black or African American</b>	89	Yellow	-61.2	262	No Color	-100.8	Higher
<b>Filipino</b>	22	No Color	-7.4	227	No Color	10.4	Lower
<b>Latino</b>	421	Yellow	-76.6	8,349	Orange	-105.7	Higher
<b>Two or More Races</b>	71	Yellow	-23.1	143	Green	40.3	Lower
<b>White</b>	494	Green	-12.6	1,771	Orange	-96.8	Higher
<b>English Learner</b>	159	Orange	-111.7	3,700	Orange	-146.0	Higher
<b>Long Term English Learner</b>	29	No Color	-186.0	812	Red	-187.1	Higher
<b>Homeless Youth</b>	14	No Color	-99.9	259	No Color	-164.3	Higher
<b>Socioeconomically Disadvantaged</b>	640	Yellow	-66.2	9,402	Orange	-106.8	Higher
<b>Students with Disabilities</b>	144	Red	-148.8	1,724	Orange	-166.1	Higher

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

## **VIII. FISCAL MANAGEMENT AND PERFORMANCE**

As an affiliated charter school, the District is responsible for the fiscal management of Louis Armstrong Middle.

ATTACHMENT B

# Louis Armstrong Middle School

## 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	3	8238	Louis Armstrong Middle School	All Students	1,249	21.0	High	-12.2	Low	Higher	1,238	Green	14.8	-6.1	Declined	Orange	-13.6	-1.4	Maintained	Higher	
				American Indian or Alaska Native	*	-	No Performance Level	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2.0	Maintained	--	
				Asian	47	71.6	Very High	63.0	Very High	Higher	43	Green	57.1	-14.5	Declined	Blue	61.8	-1.2	Maintained	Lower	
				Black or African American	102	-42.0	Low	-57.7	Low	Higher	95	Yellow	-14.8	32.1	Increased Significantly	Orange	-59.6	-2.0	Maintained	Higher	
				English Learner	105	-82.1	Very Low	-61.2	Low	Lower	122	Orange	-74.9	8.3	Increased	Orange	-67.7	-6.5	Declined	Lower	
				Filipino	16	60.1	No Performance Level	42.9	High	--	25	No Color	54.8	-5.2	Declined	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	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5.0	Declined	--	
				Latino	446	-8.9	Low	-38.6	Low	Higher	416	Orange	-8.5	1.0	Maintained	Orange	-40.2	-1.7	Maintained	Higher	
				Native Hawaiian or Pacific Islander	*	-	No Performance Level	-29.1	Low	--	*	No Color	--	--	No Change Level	Orange	-32.5	-3.4	Declined	--	
				Socioeconomically Disadvantaged	637	-6.0	Low	-41.4	Low	Higher	588	Orange	-15.5	-9.5	Declined	Orange	-42.6	-1.2	Maintained	Higher	
				Students with Disabilities	150	-78.7	Very Low	-97.3	Very Low	Higher	138	Red	-87.9	-8.5	Declined	Red	-96.3	1.8	Maintained	Higher	
				Two or More Races	70	59.7	Very High	25.1	High	Higher	74	Green	42.1	-17.6	Declined Significantly	Green	24.3	-0.8	Maintained	Higher	
				White	576	39.7	High	21.9	High	Higher	581	Green	28.4	-11.3	Declined	Green	20.8	-1.2	Maintained	Higher	

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 **	94%	100%	100%	86%	93%	100%	100%	100%	94%	100%	94%	93%	99%	95%
Participation Rate Met 2022 *	No	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	No	No	Yes	Yes
Percent of students tested in 2023	99%	--	100%	99%	99%	100%	100%	86%	99%	100%	99%	96%	97%	98%
Participation Rate Met 2023	Yes	--	Yes	Yes	Yes	Yes	Yes	No	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



# Louis Armstrong Middle School

## 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	3	8238	Louis Armstrong Middle School	All Students	1,252	-43.8	Low	-51.7	Low	Higher	1,231	Orange	-52.6	-7.9	Declined	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	46	11.7	High	48.4	Very High	Lower	43	Green	9.3	-2.4	Maintained	Blue	50.8	2.3	Maintained	Lower
				Black or African American	101	-127.8	Very Low	-106.9	Very Low	Lower	93	Orange	-98.2	39.6	Increased Significantly	Red	-104.5	2.6	Maintained	Higher
				English Learner	109	-125.7	Very Low	-92.0	Low	Lower	121	Red	-136.5	-6.1	Declined	Orange	-93.4	-1.4	Maintained	Lower
				Filipino	16	7.6	No Performance Level	2.7	High	--	25	No Color	-18.7	-26.3	Declined Significantly	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	445	-76.1	Low	-83.4	Low	Higher	414	Orange	-86.7	-10.4	Declined	Orange	-80.8	2.6	Maintained	Lower
				Native Hawaiian or Pacific Islander	*	-	No Performance Level	-71.3	Low	--	*	No Color	--	--	No Change Level	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	638	-75.4	Low	-84.0	Low	Higher	587	Orange	-85.4	-8.9	Declined	Yellow	-80.8	3.2	Increased	Lower
				Students with Disabilities	150	-146.0	Very Low	-130.8	Very Low	Lower	138	Red	-147.8	-0.5	Maintained	Orange	-127.3	5.5	Increased	Lower
				Two or More Races	69	9.9	High	-9.9	Medium	Higher	74	Yellow	-19.3	-29.2	Declined Significantly	Yellow	-7.4	2.5	Maintained	Lower
				White	577	-18.1	Medium	-13.4	Medium	Lower	578	Orange	-30.8	-11.8	Declined	Yellow	-11.1	2.3	Maintained	Lower

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	94%	100%	100%	85%	91%	100%	100%	100%	94%	100%	94%	93%	97%	94%
Participation Rate Met 2022 *	No	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	No	No	Yes	No
Percent of students tested in 2023	98%	--	100%	97%	99%	100%	100%	89%	99%	100%	99%	96%	99%	98%
Participation Rate Met 2023	Yes	--	Yes	Yes	Yes	Yes	Yes	No	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

# Louis Armstrong Middle School

## 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	3	8238	Louis Armstrong Middle School	English Learner	62	66.1%	Very High	50.3%	Medium	Higher	72	Yellow	61.1%	-5.0%	Declined	Yellow	48.7%	-1.6%	Maintained	Higher

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

ELPAC Participation				
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Participation Rate Met
2022	77	77	100.0%	Yes
2023	94	94	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		
Louis Armstrong Middle School		State
ELs Who Progressed at Least One ELPI Level	66.1%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	25.8%	31.4%
ELs Who Decreased at Least One ELPI Level	8.1%	18.3%

2023 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		
Louis Armstrong Middle School		State
ELs Who Progressed at Least One ELPI Level	61.1%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	25.0%	32.7%
ELs Who Decreased at Least One ELPI Level	13.9%	18.6%

# Louis Armstrong Middle School

## 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 G	B D	Locatio n Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
N	3	8238	Louis Armstrong Middle School	All Students	1,464	27.6%	Very High	30.0%	Very High	Lower	1,368	Yellow	24.0%	-3.5%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Lower
				American Indian or Alaska Native	*	--	No Performance Level	42.9%	Very High	--	0	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--	
				Asian	48	8.3%	Medium	11.5%	High	Lower	44	Orange	13.6%	5.3%	Increased	Yellow	10.1%	-1.4	Declined	Higher
				Black or African American	117	35.0%	Very High	42.9%	Very High	Lower	107	Orange	20.6%	-14.5%	Declined	Yellow	36.4%	-6.5	Declined Significantly	Lower
				English Learner	92	39.1%	Very High	33.6%	Very High	Higher	105	Red	39.0%	-0.1%	Maintained	Yellow	26.3%	-7.3	Declined Significantly	Higher
				Filipino	16	6.3%	No Performance Level	16.2%	High	--	26	No Color	3.8%	-2.4%	Declined	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	514	29.8%	Very High	35.8%	Very High	Lower	463	Yellow	24.2%	-5.6%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	43.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	769	33.9%	Very High	37.4%	Very High	Lower	665	Yellow	27.4%	-6.6%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	175	39.4%	Very High	39.6%	Very High	Lower	159	Yellow	32.1%	-7.4%	Declined Significantly	Yellow	33.1%	-6.5	Declined Significantly	Lower
				Two or More Races	79	26.6%	Very High	25.1%	Very High	Higher	87	Yellow	17.2%	-9.3%	Declined	Yellow	21.6%	-3.5	Declined Significantly	Lower
				White	688	26.6%	Very High	21.9%	Very High	Higher	640	Red	26.9%	0.3%	Maintained	Yellow	18.5%	-3.5	Declined Significantly	Higher

Data Sources: California School Dashboard Research data files 2023

# Louis Armstrong Middle School

## 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	3	8238	Louis Armstrong Middle School	All Students	1,521	0.9%	Low	3.1%	Medium	Lower	1,399	Green	0.9%	0.0%	Maintained	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	48	0.0%	Very Low	0.9%	Very Low	Lower	44	Blue	0.0%	0.0%	Maintained	Green	1.1%	0.2%	Maintained	Lower
				Black or African American	121	0.8%	Low	7.9%	High	Lower	107	Orange	2.8%	2.0%	Increased	Red	8.8%	0.9%	Increased	Lower
				English Learner	98	2.0%	Low	3.2%	Medium	Lower	108	Green	0.9%	-1.1%	Declined	Orange	3.7%	0.5%	Increased	Lower
				Filipino	16	0.0%	No Performance Level	1.2%	Low	--	27	No Color	0.0%	0.0%	Maintained	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	*	--	No Performance Level	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	529	1.7%	Low	3.3%	Medium	Lower	478	Green	1.0%	-0.7%	Declined	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	4.5%	Medium	--	*	No Color	--	--	No Change Level	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	793	1.6%	Low	4.0%	Medium	Lower	677	Green	1.0%	-0.6%	Declined	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	181	1.1%	Low	5.4%	High	Lower	162	Green	1.2%	0.1%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	86	0.0%	Very Low	2.9%	Medium	Lower	89	Blue	0.0%	0.0%	Maintained	Orange	3.3%	0.4%	Increased	Lower
				White	719	0.4%	Very Low	2.6%	Medium	Lower	653	Green	0.6%	0.2%	Maintained	Yellow	2.9%	0.2%	Maintained	Lower

Data Sources: California School Dashboard Research data files 2023

## Louis Armstrong Middle School

### Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
N	3	8238	Louis Armstrong Middle School	1,212	54.9%	26.7%	0.1%	2.6%	7.5%	6.8%	1.8%	0.1%	0.9%	37.0%	0.1%	0.1%	0.5%	55.2%	12.3%	5.8%	44.6%
Statewide				5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
Los Angeles Unified				529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
N	3	8238	Louis Armstrong Middle School	1,329	44.8%	29.3%	7.8%	3.3%	7.8%	6.8%	1.9%	0.3%	0.6%	33.7%	0.0%	0.1%	0.3%	46.5%	10.8%	5.9%	47.1%
Statewide				5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
Los Angeles Unified				538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

## Louis Armstrong Middle School

### RECLASSIFICATION RATES

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
N	3	8238	Louis Armstrong Middle School	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>

# Louis Armstrong Middle School

## Long-Term English Learners (LTEL) and "At-Risk"

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

RG	BD	Loc Code	School	English Learners	2022-2023				2023-2024			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
N	3	8238	Louis Armstrong Middle School	LTEL 6+ Years	25	8.5%	226,535	11.1%	25	9.4%	211,218	10.6%
				At-Risk 4-5 Years	10	3.4%	144,190	7.1%	3	1.1%	136,190	6.8%
				EL 0-3 Years	30	10.2%	505,487	24.8%	37	13.9%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	25	8.5%	236,323	11.6%	18	6.7%	207,773	10.4%
				EL total	90	30.6%	1,112,535	54.5%	83	31.1%	1,074,833	53.8%
				RFEP	204	69.4%	927,723	45.5%	184	68.9%	924,460	46.2%
				Total (Ever)	294	100.0%	2,040,258	100.0%	267	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>

## Louis Armstrong Middle School

### Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (\*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

**2023-2024 Special Education Enrollment**

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
N	3	8238	Louis Armstrong Middle School	1,212	149	12.3%
Statewide				5,837,690	799,980	13.7%
Los Angeles Unified				529,902	79,906	14.8%

**2022-2023 Special Education Enrollment**

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
N	3	8238	Louis Armstrong Middle School	1,329	144	10.8%
Statewide				5,852,544	765,169	13.1%
Los Angeles Unified				538,295	75,935	14.1%

**2023-2024 Special Education Enrollment**

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
N	3	8238	Louis Armstrong Middle School	75.2%	24.8%	29	0	0	5	0	2	1	0	43	0	60	9	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

**2022-2023 Special Education Enrollment**

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
N	3	8238	Louis Armstrong Middle School	76.4%	23.6%	26	0	0	5	0	2	1	0	34	0	67	9	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).



# Louis Armstrong Middle School

LAUSD Location Code: 8238

Region: North

Board District: 3

## 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/ds/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 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	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	1,238	Green	14.8	-6.1	Declined	Orange	-13.6	-1.4	Maintained	Higher	1,127	Green	15.8	1.0	Maintained	Orange	-13.2	0.4	Maintained	Higher
American Indian or Alaska Native	0	--	--	--	--	Orange	-47.9	2.0	Maintained	--	0	--	--	--	--	Orange	-49.0	-1.1	Maintained	--
Asian	43	Green	57.1	-14.5	Declined	Blue	61.8	-1.2	Maintained	Lower	30	Blue	82.5	25.3	Increased Significantly	Blue	60.7	-1.2	Maintained	Higher
Black or African American	95	Yellow	-14.8	32.1	Increased Significantly	Orange	-59.6	-2.0	Maintained	Higher	89	Blue	10.8	25.6	Increased Significantly	Orange	-58.9	0.8	Maintained	Higher
English Learner	122	Orange	-74.9	8.3	Increased	Orange	-67.7	-6.5	Declined	Lower	153	Yellow	-67.6	7.3	Increased	Orange	-67.6	0.2	Maintained	Same
Filipino	25	No Color	54.8	-5.2	Declined	Green	44.0	1.1	Maintained	--	22	No Color	49.8	-5.1	Declined	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	*	No Color	--	--	No Change Level	Orange	-67.9	-5.0	Declined	--	13	No Color	-51.2	--	No Change Level	Red	-70.4	-2.5	Maintained	--
Latino	416	Orange	-8.5	1.0	Maintained	Orange	-40.2	-1.7	Maintained	Higher	420	Orange	-14.1	-5.5	Declined	Orange	-39.3	0.9	Maintained	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	29	No Color	-129.2	-7.6	Declined	Red	-109.6	3.4	Declined	--
Native Hawaiian or Pacific Islander	*	No Color	--	--	No Change Level	Orange	-32.5	-3.4	Declined	--	*	No Color	--	--	No Change Level	Orange	-34.7	-2.2	Maintained	--
Socioeconomically Disadvantaged	588	Orange	-15.5	-9.5	Declined	Orange	-42.6	-1.2	Maintained	Higher	635	Yellow	-10.5	5.1	Increased	Orange	-40.9	1.8	Maintained	Higher
Students with Disabilities	138	Red	-87.9	-8.5	Declined	Red	-96.3	1.8	Maintained	Higher	144	Red	-86.5	1.5	Maintained	Red	-95.6	0.7	Maintained	Higher
Two or More Races	74	Green	42.1	-17.6	Declined Significantly	Green	24.3	-0.8	Maintained	Higher	71	Green	37.5	-4.7	Declined	Green	24.3	0.0	Maintained	Higher
White	581	Green	28.4	-11.3	Declined	Green	20.8	-1.2	Maintained	Higher	490	Green	34.0	5.6	Increased	Green	19.2	-1.6	Maintained	Higher

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 **	99%	--	100%	99%	99%	100%	100%	86%	99%	100%	99%	96%	97%	98%
Participation Rate Met 2023 *	Yes	--	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Percent of students tested in 2024	98%	--	100%	98%	99%	100%	100%	100%	99%	100%	98%	97%	99%	97%
Participation Rate Met 2024	Yes	--	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.](#)

# Louis Armstrong Middle School

LAUSD Location Code: 8238

Region: North

Board District: 3

## 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/ds/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	1,231	Orange	-52.6	-7.9	Declined	Orange	-49.1	2.6	Maintained	Lower	1,132	Yellow	-39.1	13.5	Increased	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	43	Green	9.3	-2.4	Maintained	Blue	50.8	2.3	Maintained	Lower	30	Blue	62.6	53.3	Increased Significantly	Blue	49.5	-1.3	Maintained	Higher
Black or African American	93	Orange	-98.2	39.6	Increased Significantly	Red	-104.5	2.6	Maintained	Higher	89	Yellow	-61.2	37.0	Increased Significantly	Red	-102.2	2.4	Maintained	Higher
English Learner	121	Red	-136.5	-6.1	Declined	Orange	-93.4	-1.4	Maintained	Lower	159	Orange	-111.7	24.8	Increased Significantly	Orange	-93.4	0.0	Maintained	Lower
Filipino	25	No Color	-18.7	-26.3	Declined Significantly	Green	7.4	4.8	Increased	--	22	No Color	-7.4	11.3	Increased	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	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--	14	No Color	-99.9	--	No Change Level	Red	-106.0	-4.7	Maintained	--
Latino	414	Orange	-86.7	-10.4	Declined	Orange	-80.8	2.6	Maintained	Lower	421	Yellow	-76.6	10.2	Increased	Orange	-79.2	1.6	Maintained	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	29	No Color	-186.0	16.8	Increased Significantly	Red	-163.5	-0.4	Maintained	--
Native Hawaiian or Pacific Islander	*	No Color	--	--	No Change Level	Orange	-71.3	0.0	Maintained	--	*	No Color	--	--	No Change Level	Orange	-72.5	-1.2	Maintained	--
Socioeconomically Disadvantaged	587	Orange	-85.4	-8.9	Declined	Yellow	-80.8	3.2	Increased	Lower	640	Yellow	-66.2	19.2	Increased Significantly	Orange	-78.2	2.6	Maintained	Higher
Students with Disabilities	138	Red	-147.8	-0.5	Maintained	Orange	-127.3	5.5	Increased	Lower	144	Red	-148.8	-0.9	Maintained	Red	-124.3	2.9	Maintained	Lower
Two or More Races	74	Yellow	-19.3	-29.2	Declined Significantly	Yellow	-7.4	2.5	Maintained	Lower	71	Yellow	-23.1	-3.8	Declined	Yellow	-5.3	2.1	Maintained	Lower
White	578	Orange	-30.8	-11.8	Declined	Yellow	-11.1	2.3	Maintained	Lower	494	Green	-12.6	18.2	Increased Significantly	Yellow	-10.3	0.7	Maintained	Lower

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2023 **	98%	--	100%	97%	99%	100%	100%	89%	99%	100%	99%	96%	99%	98%
Participation Rate Met 2023 *	Yes	--	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Percent of students tested in 2024	98%	--	100%	98%	99%	100%	100%	100%	99%	100%	98%	97%	99%	96%
Participation Rate Met 2024	Yes	--	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.

# Louis Armstrong Middle School

LAUSD Location Code: 8238

Region: North

Board District: 3

## 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 2024 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2024 Change	School 2024 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	72	Yellow	61.1%	-5.0%	Declined	Yellow	48.7%	-1.6%	Maintained	Higher	64	Green	62.5%	1.4%	Maintained	Orange	45.7%	-3.0%	Declined	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	21	No Color	66.7%	18.7%	Increased Significantly	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	82	81	99%	Yes
2023	94	94	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		
Louis Armstrong Middle School		State
ELs Who Progressed at Least One ELPI Level	60.9%	43.8%
ELs Who Maintained ELPI Level 4	1.6%	1.9%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	29.7%	34.9%
ELs Who Decreased at Least One ELPI Level	7.8%	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		
Louis Armstrong Middle School		State
ELs Who Progressed at Least One ELPI Level	61.1%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	25.0%	32.7%
ELs Who Decreased at Least One ELPI Level	13.9%	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.](#)

# Louis Armstrong Middle School

LAUSD Location Code: 8238

Region: North

Board District: 3

## 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	1,368	Yellow	24.0%	-3.5%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Lower	1,241	Yellow	19.7%	-4.3%	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	44	Orange	13.6%	5.3%	Increased	Yellow	10.1%	-1.4	Declined	Higher	30	Green	10.0%	-3.6%	Declined	Green	7.5%	-2.5%	Declined	Higher
Black or African American	107	Orange	20.6%	-14.5%	Declined	Yellow	36.4%	-6.5	Declined Significantly	Lower	99	Yellow	15.2%	-5.4%	Declined	Yellow	31.3%	-5.1%	Declined	Lower
English Learner	105	Red	39.0%	-0.1%	Maintained	Yellow	26.3%	-7.3	Declined Significantly	Higher	100	Orange	28.0%	-11.0%	Declined	Yellow	20.1%	-6.1%	Declined	Higher
Filipino	26	No Color	3.8%	-2.4%	Declined	Yellow	13.8%	-2.4	Declined	--	22	No Color	4.5%	0.7%	Increased	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	--	15	No Color	33.3%	0.0%	No Change Level	Yellow	32.7%	-6.0%	Declined	--
Latino	463	Yellow	24.2%	-5.6%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Lower	455	Yellow	20.9%	-3.3%	Declined Significantly	Yellow	21.7%	-6.7%	Declined	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	31	No Color	25.8%	-20.6%	Declined	Yellow	23.9%	-4.3%	Declined	
Native Hawaiian or Pacific Islander	*	No Color	--	--	No Change Level	Yellow	37.6%	-6.3	Declined Significantly	--	*	No Color	--	--	No Change Level	Yellow	32.6%	-5.0%	Declined	--
Socioeconomically Disadvantaged	665	Yellow	27.4%	-6.6%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower	706	Yellow	23.8%	-3.6%	Declined Significantly	Yellow	23.4%	-6.6%	Declined	Higher
Students with Disabilities	159	Yellow	32.1%	-7.4%	Declined Significantly	Yellow	33.1%	-6.5	Declined Significantly	Lower	158	Yellow	25.3%	-6.8%	Declined Significantly	Yellow	26.3%	-6.8%	Declined	Lower
Two or More Races	87	Yellow	17.2%	-9.3%	Declined	Yellow	21.6%	-3.5	Declined Significantly	Lower	78	Orange	19.2%	2.0%	Increased	Yellow	16.2%	-5.4%	Declined	Higher
White	640	Red	26.9%	0.3%	Maintained	Yellow	18.5%	-3.5	Declined Significantly	Higher	556	Yellow	20.9%	-6.0%	Declined Significantly	Yellow	13.5%	-4.9%	Declined	Higher

\* 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](#).

# Louis Armstrong Middle School

LAUSD Location Code: 8238      Region: North      Board District: 3

## Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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Suspension Rate Indicator - CA School Dashboard Indicator																				
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	1,399	Green	0.9%	0.0%	Maintained	Orange	3.5%	0.4%	Increased	Lower	1,276	Green	0.6%	-0.2%	Maintained	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	44	Blue	0.0%	0.0%	Maintained	Green	1.1%	0.2%	Maintained	Lower	31	Blue	0.0%	0.0%	Maintained	Blue	1.0%	0.0%	Maintained	Lower
Black or African American	107	Orange	2.8%	2.0%	Increased	Red	8.8%	0.9%	Increased	Lower	103	Yellow	2.9%	0.1%	Maintained	Orange	8.4%	-0.4%	Declined	Lower
English Learner	108	Green	0.9%	-1.1%	Declined	Orange	3.7%	0.5%	Increased	Lower	108	Green	0.9%	0.0%	Maintained	Green	3.4%	-0.3%	Declined	Lower
Filipino	27	No Color	0.0%	0.0%	Maintained	Green	1.3%	0.1%	Maintained	--	22	No Color	0.0%	0.0%	Maintained	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	--	20	No Color	0.0%	--	No Change Level	Yellow	5.7%	-0.8%	Declined	--
Latino	478	Green	1.0%	-0.7%	Declined	Orange	3.8%	0.5%	Increased	Lower	464	Green	0.6%	-0.4%	Declined	Green	3.4%	-0.4%	Declined	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	33	No Color	0.0%	-3.6%	Declined	Orange	8.1%	-0.9%	Declined	Lower
Native Hawaiian or Pacific Islander	*	No Color	--	--	No Change Level	Orange	4.9%	0.4%	Increased	--	*	No Color	--	--	No Change Level	Green	4.4%	-0.5%	Declined	--
SocioeconomicMRy Disadvantaged	677	Green	1.0%	-0.6%	Declined	Orange	4.5%	0.5%	Increased	Lower	731	Green	0.7%	-0.3%	Declined	Green	4.0%	-0.5%	Declined	Lower
Students with Disabilities	162	Green	1.2%	0.1%	Maintained	Orange	5.9%	0.5%	Increased	Lower	160	Green	1.3%	0.0%	Maintained	Yellow	5.4%	-0.5%	Declined	Lower
Two or More Races	89	Blue	0.0%	0.0%	Maintained	Orange	3.3%	0.4%	Increased	Lower	79	Blue	0.0%	0.0%	Maintained	Green	3.0%	-0.3%	Declined	Lower
White	653	Green	0.6%	0.2%	Maintained	Yellow	2.9%	0.2%	Maintained	Lower	576	Blue	0.3%	-0.3%	Declined	Green	2.6%	0.3%	Declined	Lower

\* 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](#)