



Board of Education Report

File #: Rep-318-24/25, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 5/13/2025

Approval of the Renewal Petition for Wilbur Charter for Enriched Academics (Affiliated Charter School) [PUBLIC HEARING]

Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for Wilbur Charter for Enriched Academics) Recommends approval of the renewal petition for Wilbur Charter for Enriched Academics, located in Board District 4 and Region North, for six (6) years, beginning July 1, 2025 until June 30, 2031, to serve up to 572 students in grades TK-5 in each year of the charter term.

Action Proposed:

Approve the renewal petition for Wilbur Charter for Enriched Academics (“Charter School”), located in Board District 4 and Region North, for six (6) years, beginning July 1, 2025 until June 30, 2031, to serve up to 572 students in grades TK-5 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:

Wilbur Charter for Enriched Academics is a TK-5 school currently serving 557 students on a District site at 5213 Crebs Avenue, Tarzana, CA 91356 in Board District 4 and Region North. Wilbur Charter for Enriched Academics was originally approved by the LAUSD Board of Education on June 5, 2012. On May 9, 2017, the charter school was renewed for a five-year term to serve 830 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Wilbur Charter for Enriched Academics expires June 30, 2025.

On February 12, 2025, Wilbur Charter for Enriched Academics 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 13, 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.

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. 318, 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, Wilbur Charter for Enriched Academics 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 - Wilbur Charter For Enriched Academics Data Set
- Attachment C - Desegregation Impact Statement

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

<https://drive.google.com/drive/folders/10uC-q0DccmI-xlq2YXt2E3AZIDAARxxN?usp=sharing>

Submitted:

04/08/25

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

ALBERTO M. CARVALHO
Superintendent

CAROLYN SPAHT GONZALEZ
Chief of Staff
Office of the Superintendent

REVIEWED BY:

APPROVED & PRESENTED BY:

DEVORA NAVERA REED
General Counsel

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

___ Approved as to form.

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

___ Approved as to budget impact statement.

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 318-24/25
May 13, 2025

| | | | |
|---|--|---|---|
| School Name: | Wilbur Charter for Enriched Academics (Affiliated Charter School) | | BOARD IS REQUIRED TO TAKE ACTION BY: May 13, 2025 |
| Type of Charter School: | Conversion Affiliated Charter School | | |
| Charter Operator | Los Angeles Unified School District | | |
| Location Code: | 7774 | | |
| Type of Site(s): | District Site | | |
| Site Address(es): | 5213 Crebs Avenue, Tarzana, CA 91356 | | |
| Board District(s): | 4 | Region(s): | North |
| Grade Levels Served: | TK-5 | Current Enrollment: | 557 |
| Grade Levels Authorized in Current Charter: | TK-5 | Approved Enrollment in Current Charter: | 830 |
| CONSIDERATION: | Renewal | | |
| CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION) | High Performing | | |
| STAFF RECOMMENDATION: | Approval for a six (6)-year term (2025-2031) | | |
| PROPOSED BENCHMARKS: | None | | |

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Wilbur Charter for Enriched Academics (“Charter School”), located in Board District 4 and Region North, for a term of six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 572 students in grades TK-5 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.

Pursuant to applicable law, charter schools classified as High Performing may be renewed for a term of five (5), six (6), or seven (7) years. To help determine the recommended term length in these cases, staff considers various factors related to the charter school's operations and performance during the term of the charter, as noted in the *LAUSD Policy and Procedures for Charter Schools*. Specific factors related to the charter school’s performance and operations during the term of the charter include, but are not limited to, the following:

- Ratings on the Annual Performance-Based Oversight Visit Report in the areas of Governance; Student Achievement and Educational Performance; Organizational Management, and Programs and Operations for the previous two years, and no significant unresolved issues, including, but not limited to, Notices to Cure;
- Additional academic considerations (i.e., numerically significant subgroup performance);
- Equity and access for families and pupils;
- School culture and climate; and
- Consideration of qualifying as High Performing under Criterion 1 or Criterion 2

As staff considered Wilbur Charter for Enriched Academics' renewal petition and record, staff recommends a term length of six years.

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

| | Wilbur Charter for Enriched Academics |
|--|--|
| Initial Authorization: | On June 5, 2012, Wilbur Charter for Enriched Academics was authorized by the LAUSD Board of Education to serve 700 students in grades K-5. |
| Most Recent Renewal | The charter was renewed on May 9, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 830 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Wilbur Charter for Enriched Academics expires June 30, 2025. |
| Approved Material Revisions of Current Charter: | Not applicable |
| Board Benchmarks in Current Charter Term: | Not applicable |
| Submission of Renewal Petition Application: | Wilbur Charter for Enriched Academics submitted its renewal petition application on February 12, 2025. The 90-day statutory timeline for Board action on the petition runs through May, 13, 2025. |
| Concurrent Request for Material Revision: | Not applicable |
| Master Plan for English Learners and Standard English Learners: | Wilbur Charter for Enriched Academics implements the District's Master Plan for English Learners and Standard English Learners. |
| Special Education SELPA | As a District-affiliated charter school, Wilbur Charter for Enriched Academics is a member of the LAUSD SELPA. |

B. Charter School Operator

As a District-affiliated charter school, Wilbur Charter for Enriched Academics is subject to the governance and control of the LAUSD Board of Education.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Wilbur Charter for Enriched Academics has been identified by the state as a High performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups.

Please see the attached Wilbur Charter for Enriched Academics Data Set.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

Wilbur Charter for Enriched Academics Dashboard Indicators

| School Year | ELA | Math | English Learner Progress | College/Career | Chronic Absenteeism | Graduation Rate | Suspension Rate |
|-------------|-------|-------|--------------------------|----------------|---------------------|-----------------|-----------------|
| 2021-2022 | High | High | No Performance Level | Not Applicable | Very High | Not Applicable | Very Low |
| 2022-2023 | Green | Green | No Performance Color | Not Applicable | Yellow | Not Applicable | Blue |
| 2023-2024 | Green | Green | Blue | Not Applicable | Yellow | Not Applicable | Blue |

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

c. English Language Arts Indicator

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

Wilbur Charter for Enriched Academics - English Language Arts Indicator - 2021-2022

| Student Group | Charter Participation Rate | Charter Level | Charter ELA (DFS) | State Level | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|-------------|-----------------|-----------------------------------|
| All Students | Met | High | 39.9 | Low | -12.2 | Higher |
| Latino | Met | High | 22.7 | Low | -38.6 | Higher |
| White | Met | Very High | 45.5 | High | 21.9 | Higher |
| Socioeconomically Disadvantaged | Met | Medium | 6.1 | Low | -41.4 | Higher |

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

Wilbur Charter for Enriched Academics - English Language Arts Indicator - 2022-2023

| Student Group | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|---------------|-----------------|-----------------------------------|
| All Students | Met | Green | 28.9 | -11.0 | Orange | -13.6 | Higher |
| Latino | Met | Green | 24.8 | 2.1 | Orange | -40.2 | Higher |
| White | Met | Green | 28.8 | -16.8 | Green | 20.8 | Higher |
| English Learner | Met | Not Available | -19.2 | -16.4 | Orange | -67.7 | Higher |
| Socioeconomically Disadvantaged | Met | Yellow | -0.9 | -6.9 | Orange | -42.6 | Higher |
| Students with Disabilities | Not Met | Not Available | -50.8 | 11.4 | Red | -96.3 | Higher |

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

Wilbur Charter for Enriched Academics - English Language Arts Indicator - 2023-2024

| Student Group | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|---------------|-----------------|-----------------------------------|
| All Students | Met | Green | 20.4 | -8.5 | Orange | -13.2 | Higher |
| Latino | Met | Orange | -9.1 | -33.9 | Orange | -39.3 | Higher |
| White | Met | Green | 26.7 | -2.0 | Green | 19.2 | Higher |
| Socioeconomically Disadvantaged | Met | Green | 4.4 | 5.2 | Orange | -40.9 | Higher |
| Students with Disabilities | Not Met | Orange | -60.3 | -9.5 | 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 higher than the state for all three numerically significant student groups. In 2023 in Math, the charter school’s DFS was higher than the state for All Students, and higher than the state for all five numerically significant student groups. In 2024 in Math, the charter school’s DFS was higher than the state for All Students, and higher than the state for all four student groups.

Wilbur Charter for Enriched Academics - Math Indicator - 2021-2022

| Student Group | Charter Participation Rate | Charter Level | Charter Math (DFS) | State Level | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|-------------|------------------|-----------------------------------|
| All Students | Met | High | 20.7 | Low | -51.7 | Higher |
| Latino | Met | Medium | -9.9 | Low | -83.4 | Higher |
| White | Met | High | 30.0 | Medium | -13.4 | Higher |
| Socioeconomically Disadvantaged | Met | Medium | -24.2 | Low | -84.0 | Higher |

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

Wilbur Charter for Enriched Academics - 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 | Green | 19.8 | -0.9 | Orange | -49.1 | Higher |
| Latino | Met | Blue | 6.1 | 16.0 | Orange | -80.8 | Higher |
| White | Met | Green | 25.3 | -4.7 | Yellow | -11.1 | Higher |
| English Learner | Met | Not Available | 0.9 | 33.7 | Orange | -93.4 | Higher |
| Socioeconomically Disadvantaged | Met | Green | -13.0 | 11.2 | Yellow | -80.8 | Higher |
| Students with Disabilities | Not Met | Not Available | -53.0 | 15.0 | Orange | -127.3 | Higher |

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

Wilbur Charter for Enriched Academics - Math Indicator - 2023-2024

| Student Group | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|---------------|------------------|-----------------------------------|
| All Students | Met | Green | 23.5 | 3.7 | Orange | -47.6 | Higher |
| Latino | Met | Yellow | -9.3 | -15.4 | Orange | -79.2 | Higher |
| White | Met | Green | 34.2 | 8.9 | Yellow | -10.3 | Higher |
| Socioeconomically Disadvantaged | Met | Green | -6.2 | 6.8 | Orange | -78.2 | Higher |
| Students with Disabilities | Not Met | Orange | -54.4 | -1.4 | Red | -124.3 | Higher |

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

e. English Learner Progress Indicator

In 2022, on the English Learner Progress Indicator (ELPI), there is no performance level on the ELPI due to the low number of English Learners and the charter school’s English Learner Progress Rate was lower than the state’s rate. In 2023, there is no performance color due to the low number of English Learners the prior year, but the charter school’s English Learner Progress Rate was higher than the state’s rate. In 2024, the charter school’s performance color of Blue was higher than the state’s color of Orange. The charter school’s English Learner Progress Rate was higher than the state’s rate.

Wilbur Charter for Enriched Academics - 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 | No Performance Level | 40.0% | Medium | 50.3% | Lower |

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

Wilbur Charter for Enriched Academics - 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 | Not Available | 53.7% | 13.7% | Yellow | 48.7% | Higher |

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

Wilbur Charter for Enriched Academics - 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 | Blue | 70.7% | 17.1% | Orange | 45.7% | Higher |

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was lower than the state for All Students and for four of six numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was lower than the state for All Students, and for three of six numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was lower than the state for All Students, and higher than the state for all 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 three categories: Governance; Student Achievement and Educational Performance; 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 three-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Wilbur Charter for Enriched Academics 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>Accomplished</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. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

As an affiliated charter school, the District is responsible for the fiscal management of Wilbur Charter for Enriched Academics.

ATTACHMENT B

Wilbur Charter For Enriched Academics

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 | 4 | 7774 | Wilbur Charter For Enriched Academics | All Students | 232 | 39.9 | High | -12.2 | Low | Higher | 232 | Green | 28.9 | -11.0 | Declined | Orange | -13.6 | -1.4 | Maintained | Higher |
| | | | | American Indian or Alaska Native | * | - | No Performance Level | -49.3 | Low | -- | * | No Color | -- | -- | No Change Level | Orange | -47.9 | 2.0 | Maintained | -- |
| | | | | Asian | 14 | 1.5 | No Performance Level | 63.0 | Very High | -- | * | No Color | -- | -- | No Change Level | Blue | 61.8 | -1.2 | Maintained | -- |
| | | | | Black or African American | * | - | No Performance Level | -57.7 | Low | -- | * | No Color | -- | -- | No Change Level | Orange | -59.6 | -2.0 | Maintained | -- |
| | | | | English Learner | 25 | -2.8 | No Performance Level | -61.2 | Low | -- | 31 | No Color | -19.2 | -16.4 | Declined Significantly | Orange | -67.7 | -6.5 | Declined | Higher |
| | | | | Filipino | * | - | No Performance Level | 42.9 | High | -- | * | No Color | -- | -- | No Change Level | Green | 44.0 | 1.1 | Maintained | -- |
| | | | | Foster Youth | * | - | No Performance Level | -85.6 | Very Low | -- | * | No Color | -- | -- | No Change Level | Red | -89.2 | -2.5 | Maintained | -- |
| | | | | Homeless Youth | 0 | -- | -- | -62.9 | Low | -- | * | No Color | -- | -- | No Change Level | Orange | -67.9 | -5.0 | Declined | -- |
| | | | | Latino | 35 | 22.7 | High | -38.6 | Low | Higher | 46 | Green | 24.8 | 2.1 | Maintained | Orange | -40.2 | -1.7 | Maintained | Higher |
| | | | | Native Hawaiian or Pacific Islander | 0 | -- | -- | -29.1 | Low | -- | 0 | -- | -- | -- | Orange | -32.5 | -3.4 | Declined | -- | |
| | | | | Socioeconomically Disadvantaged | 61 | 6.1 | Medium | -41.4 | Low | Higher | 79 | Yellow | -0.9 | -6.9 | Declined | Orange | -42.6 | -1.2 | Maintained | Higher |
| | | | | Students with Disabilities | 27 | -56.0 | No Performance Level | -97.3 | Very Low | -- | 42 | No Color | -50.8 | 11.4 | Increased | Red | -96.3 | 1.8 | Maintained | Higher |
| | | | | Two or More Races | 11 | 36.6 | No Performance Level | 25.1 | High | -- | 11 | No Color | -102.0 | -133.5 | Declined Significantly | Green | 24.3 | -0.8 | Maintained | -- |
| White | 164 | 45.5 | Very High | 21.9 | High | Higher | 161 | Green | 28.8 | -16.8 | Declined Significantly | 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 ** | 98% | 100% | 100% | 86% | 100% | 100% | 100% | -- | 100% | -- | 99% | 88% | 91% | 99% | |
| Participation Rate Met 2022 + | Yes | Yes | Yes | No | Yes | Yes | Yes | -- | Yes | -- | Yes | No | No | Yes | |
| Percent of students tested in 2023 | 98% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | -- | 99% | 89% | 55% | 99% | |
| Participation Rate Met 2023 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | -- | Yes | No | No | 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

Wilbur Charter For Enriched Academics

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 | 4 | 7774 | Wilbur Charter For Enriched Academics | All Students | 233 | 20.7 | High | -51.7 | Low | Higher | 229 | Green | 19.8 | -0.9 | Maintained | Orange | -49.1 | 2.6 | Maintained | Higher |
| | | | | American Indian or Alaska Native | * | - | No Performance Level | -90.4 | Low | -- | * | No Color | -- | -- | No Change Level | Yellow | -87.3 | 4.6 | Increased | -- |
| | | | | Asian | 14 | 16.8 | No Performance Level | 48.4 | Very High | -- | * | No Color | -- | -- | No Change Level | Blue | 50.8 | 2.3 | Maintained | -- |
| | | | | Black or African American | * | - | No Performance Level | -106.9 | Very Low | -- | * | No Color | -- | -- | No Change Level | Red | -104.5 | 2.6 | Maintained | -- |
| | | | | English Learner | 26 | -32.8 | No Performance Level | -92.0 | Low | -- | 31 | No Color | 0.9 | 33.7 | Increased Significantly | Orange | -93.4 | -1.4 | Maintained | Higher |
| | | | | Filipino | * | - | No Performance Level | 2.7 | High | -- | * | No Color | -- | -- | No Change Level | Green | 7.4 | 4.8 | Increased | -- |
| | | | | Foster Youth | * | - | No Performance Level | -126.3 | Very Low | -- | * | No Color | -- | -- | No Change Level | Red | -127.4 | 1.4 | Maintained | -- |
| | | | | Homeless Youth | 0 | -- | -- | -101.8 | Very Low | -- | * | No Color | -- | -- | No Change Level | Red | -101.3 | 0.5 | Maintained | -- |
| | | | | Latino | 36 | -9.9 | Medium | -83.4 | Low | Higher | 45 | Blue | 6.1 | 16.0 | Increased Significantly | Orange | -80.8 | 2.6 | Maintained | Higher |
| | | | | Native Hawaiian or Pacific Islander | 0 | -- | -- | -71.3 | Low | -- | 0 | -- | -- | -- | -- | Orange | -71.3 | 0.0 | Maintained | -- |
| | | | | Socioeconomically Disadvantaged | 62 | -24.2 | Medium | -84.0 | Low | Higher | 77 | Green | -13.0 | 11.2 | Increased | Yellow | -80.8 | 3.2 | Increased | Higher |
| | | | | Students with Disabilities | 28 | -57.1 | No Performance Level | -130.8 | Very Low | -- | 42 | No Color | -53.0 | 15.0 | Increased Significantly | Orange | -127.3 | 5.5 | Increased | Higher |
| | | | | Two or More Races | 11 | -5.3 | No Performance Level | -9.9 | Medium | -- | 11 | No Color | -135.6 | -121.1 | Declined Significantly | Yellow | -7.4 | 2.5 | Maintained | -- |
| White | 164 | 30.0 | High | -13.4 | Medium | Higher | 159 | Green | 25.3 | -4.7 | Declined | Yellow | -11.1 | 2.3 | 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).

| | 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 ** | 98% | 100% | 100% | 86% | 100% | 100% | 100% | -- | 100% | -- | 99% | 88% | 91% | 99% |
| Participation Rate Met 2022 * | Yes | Yes | Yes | No | Yes | Yes | Yes | -- | Yes | -- | Yes | No | No | Yes |
| Percent of students tested in 2023 | 96% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 98% | -- | 96% | 87% | 55% | 98% |
| Participation Rate Met 2023 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | -- | Yes | No | No | 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

Wilbur Charter For Enriched Academics

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/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 | 4 | 7774 | Wilbur Charter For Enriched Academics | English Learner | 25 | 40.0% | No Performance Level | 50.3% | Medium | Lower | 41 | No Performance Color | 53.7% | 13.7% | Increased Significantly | 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 | 53 | 52 | 98.1% | Yes |
| 2023 | 65 | 62 | 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 | | State |
| Wilbur Charter For Enriched Academics | | |
| ELs Who Progressed at Least One ELPI Level | 40.0% | 47.5% |
| ELs Who Maintained ELPI Level 4 | 0.0% | 2.8% |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H | 28.0% | 31.4% |
| ELs Who Decreased at Least One ELPI Level | 32.0% | 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 | | State |
| Wilbur Charter For Enriched Academics | | |
| ELs Who Progressed at Least One ELPI Level | 50.0% | 46.4% |
| ELs Who Maintained ELPI Level 4 | 0.0% | 2.4% |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H | 21.1% | 32.7% |
| ELs Who Decreased at Least One ELPI Level | 28.9% | 18.6% |

Wilbur Charter For Enriched Academics

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 | 4 | 7774 | Wilbur Charter For Enriched Academics | All Students | 547 | 22.7% | Very High | 30.0% | Very High | Lower | 544 | Yellow | 19.3% | -3.4% | Declined Significantly | Yellow | 24.3% | -5.7 | Declined Significantly | Lower |
| | | | | American Indian or Alaska Native | * | -- | No Performance Level | 42.9% | Very High | -- | * | No Color | 0.0% | 0.0% | No Change Level | Yellow | 36.1% | -6.8 | Declined Significantly | -- |
| | | | | Asian | 22 | 18.2% | No Performance Level | 11.5% | High | -- | 16 | No Color | 6.3% | -11.9% | Declined | Yellow | 10.1% | -1.4 | Declined | -- |
| | | | | Black or African American | * | -- | No Performance Level | 42.9% | Very High | -- | * | No Color | 0.0% | 0.0% | No Change Level | Yellow | 36.4% | -6.5 | Declined Significantly | -- |
| | | | | English Learner | 65 | 32.3% | Very High | 33.6% | Very High | Lower | 75 | Orange | 29.3% | -3.0% | Declined | Yellow | 26.3% | -7.3 | Declined Significantly | Higher |
| | | | | Filipino | * | -- | No Performance Level | 16.2% | High | -- | * | No Color | 0.0% | 0.0% | No Change Level | Yellow | 13.8% | -2.4 | Declined | -- |
| | | | | Foster Youth | * | -- | No Performance Level | 42.1% | Very High | -- | * | No Color | 0.0% | 0.0% | No Change Level | Yellow | 33.6% | -8.5 | Declined Significantly | -- |
| | | | | Homeless Youth | 0 | -- | -- | 45.1% | Very High | -- | * | No Color | 0.0% | 0.0% | No Change Level | Yellow | 38.7% | -6.4 | Declined Significantly | -- |
| | | | | Latino | 97 | 41.2% | Very High | 35.8% | Very High | Higher | 104 | Orange | 29.8% | -11.4% | Declined | Yellow | 28.4% | -7.4 | Declined Significantly | Higher |
| | | | | Native Hawaiian or Pacific Islander | 0 | -- | -- | 43.9% | Very High | -- | * | No Color | 0.0% | 0.0% | No Change Level | Yellow | 37.6% | -6.3 | Declined Significantly | -- |
| | | | | Socioeconomically Disadvantaged | 168 | 37.5% | No Performance Level | 37.4% | Very High | Higher | 174 | Yellow | 32.2% | -5.3% | Declined Significantly | Yellow | 29.9% | -7.5 | Declined Significantly | Higher |
| | | | | Students with Disabilities | 82 | 26.8% | Very High | 39.6% | Very High | Lower | 85 | Orange | 21.2% | -5.7% | Declined | Yellow | 33.1% | -6.5 | Declined Significantly | Lower |
| | | | | Two or More Races | 68 | 14.7% | High | 25.1% | Very High | Lower | 89 | Orange | 15.7% | 1.0% | Increased | Yellow | 21.6% | -3.5 | Declined Significantly | Lower |
| White | 343 | 19.2% | High | 21.9% | Very High | Lower | 315 | Yellow | 17.5% | -1.8% | Declined | Yellow | 18.5% | -3.5 | Declined Significantly | Lower | | | | |

Data Sources: California School Dashboard Research data files 2023

Wilbur Charter For Enriched Academics

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 | 4 | 7774 | Wilbur Charter For Enriched Academics | All Students | 560 | 0.0% | Very Low | 3.1% | Medium | Lower | 561 | Blue | 0.2% | 0.2% | Maintained | Orange | 3.5% | 0.4% | Increased | Lower |
| | | | | American Indian or Alaska Native | * | -- | No Performance Level | 6.4% | High | -- | * | No Color | -- | -- | No Change Level | Orange | 7.4% | 1.0% | Increased | -- |
| | | | | Asian | 22 | 0.0% | No Performance Level | 0.9% | Very Low | -- | 17 | No Color | 0.0% | 0.0% | Maintained | Green | 1.1% | 0.2% | Maintained | -- |
| | | | | Black or African American | * | -- | No Performance Level | 7.9% | High | -- | * | No Color | -- | -- | No Change Level | Red | 8.8% | 0.9% | Increased | -- |
| | | | | English Learner | 69 | 0.0% | Very Low | 3.2% | Medium | Lower | 76 | Blue | 0.0% | 0.0% | Maintained | Orange | 3.7% | 0.5% | Increased | Lower |
| | | | | Filipino | * | -- | No Performance Level | 1.2% | Low | -- | * | No Color | -- | -- | No Change Level | Green | 1.3% | 0.1% | Maintained | -- |
| | | | | Foster Youth | * | -- | No Performance Level | 12.4% | Very High | -- | * | No Color | -- | -- | No Change Level | Red | 13.6% | 1.2% | Increased | -- |
| | | | | Homeless Youth | 0 | -- | -- | 5.5% | High | -- | * | No Color | -- | -- | No Change Level | Orange | 6.5% | 1.0% | Increased | -- |
| | | | | Latino | 99 | 0.0% | Very Low | 3.3% | Medium | Lower | 106 | Yellow | 0.9% | 0.9% | Increased | Orange | 3.8% | 0.5% | Increased | Lower |
| | | | | Native Hawaiian or Pacific Islander | 0 | -- | -- | 4.5% | Medium | -- | * | No Color | -- | -- | No Change Level | Orange | 4.9% | 0.4% | Increased | -- |
| | | | | Socioeconomically Disadvantaged | 170 | 0.0% | Very Low | 4.0% | Medium | Lower | 181 | Yellow | 0.6% | 0.6% | Increased | Orange | 4.5% | 0.5% | Increased | Lower |
| | | | | Students with Disabilities | 86 | 0.0% | Very Low | 5.4% | High | Lower | 86 | Orange | 1.2% | 1.2% | Increased | Orange | 5.9% | 0.5% | Increased | Lower |
| | | | | Two or More Races | 70 | 0.0% | Very Low | 2.9% | Medium | Lower | 92 | Blue | 0.0% | 0.0% | Maintained | Orange | 3.3% | 0.4% | Increased | Lower |
| White | 351 | 0.0% | Very Low | 2.6% | Medium | Lower | 326 | Blue | 0.0% | 0.0% | Maintained | Yellow | 2.9% | 0.2% | Maintained | Lower | | | | |

Data Sources: California School Dashboard Research data files 2023

Wilbur Charter For Enriched Academics 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 | 4 | 7774 | Wilbur Charter For Enriched Academics | 567 | 37.9% | 10.1% | 0.4% | 3.5% | 1.4% | 11.5% | 1.2% | 0.4% | 0.0% | 18.3% | 0.0% | 0.2% | 12.9% | 37.9% | 15.0% | 6.7% | 55.4% |
| Statewide | | | | 5,837,690 | 61.7% | N/A | 0.4% | 9.9% | 4.9% | 18.4% | 2.2% | 0.5% | 3.6% | 56.1% | 0.8% | 0.4% | 1.1% | 62.7% | 13.7% | 4.6% | 20.3% |
| Los Angeles Unified | | | | 529,902 | 80.7% | 11.0% | 0.1% | 3.4% | 7.3% | 20.1% | 1.7% | 0.6% | 2.1% | 73.8% | 0.2% | 0.1% | 1.8% | 81.3% | 14.8% | 2.0% | 9.8% |

| 2022-2023 Enrollment by Ethnicity and Student Group | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------|---------------------------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG | BD | Loc Code | School | Enrollment | F/R Meal | GATE | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N | 4 | 7774 | Wilbur Charter For Enriched Academics | 535 | 30.1% | 9.7% | 1.9% | 2.8% | 1.9% | 12.7% | 1.1% | 0.7% | 0.2% | 18.7% | 0.0% | 0.2% | 9.5% | 30.1% | 12.7% | 7.1% | 58.3% |
| Statewide | | | | 5,852,544 | 59.9% | N/A | 0.4% | 9.5% | 4.7% | 19.0% | 2.2% | 0.5% | 3.2% | 56.1% | 0.7% | 0.4% | 2.2% | 61.5% | 13.1% | 4.3% | 20.1% |
| Los Angeles Unified | | | | 538,295 | 81.0% | 11.1% | 5.9% | 3.4% | 7.4% | 21.3% | 1.6% | 0.7% | 1.7% | 74.2% | 0.1% | 0.2% | 1.5% | 82.0% | 14.1% | 2.0% | 9.7% |

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

Wilbur Charter For Enriched Academics

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 | 4 | 7774 | Wilbur Charter For Enriched Academics | 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>

Wilbur Charter For Enriched Academics

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 | 4 | 7774 | Wilbur Charter For Enriched Academics | LTEL 6+ Years | 0 | 0.0% | 226,535 | 11.1% | 0 | 0.0% | 211,218 | 10.6% |
| | | | | At-Risk 4-5 Years | 8 | 8.6% | 144,190 | 7.1% | 5 | 5.3% | 136,190 | 6.8% |
| | | | | EL 0-3 Years | 56 | 60.2% | 505,487 | 24.8% | 56 | 59.6% | 519,652 | 26.0% |
| | | | | EL 4+ Years Not At-Risk or LTEL | 4 | 4.3% | 236,323 | 11.6% | 4 | 4.3% | 207,773 | 10.4% |
| | | | | EL total | 68 | 73.1% | 1,112,535 | 54.5% | 65 | 69.1% | 1,074,833 | 53.8% |
| | | | | RFEP | 25 | 26.9% | 927,723 | 45.5% | 29 | 30.9% | 924,460 | 46.2% |
| | | | | Total (Ever) | 93 | 100.0% | 2,040,258 | 100.0% | 94 | 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>

Wilbur Charter For Enriched Academics Students with Disabilities Report

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

2023-2024 Special Education Enrollment

| RG | BD | Location Code | School | OCT 2023 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|---------------|---------------------------------------|-------------------|----------------|----------------|
| N | 4 | 7774 | Wilbur Charter For Enriched Academics | 567 | 85 | 15.0% |
| 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 | 4 | 7774 | Wilbur Charter For Enriched Academics | 535 | 68 | 12.7% |
| 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 | 4 | 7774 | Wilbur Charter For Enriched Academics | 64.7% | 35.3% | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 0 | 27 | 14 | 0 | 1 |
| 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 | 4 | 7774 | Wilbur Charter For Enriched Academics | 72.1% | 27.9% | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 0 | 19 | 19 | 0 | 1 |
| 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).

Wilbur Charter For Enriched Academics

LAUSD Location Code: 7774

Region: North

Board District: 4

Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

| Student Group | 2023 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 | 232 | Green | 28.9 | -11.0 | Declined | Orange | -13.6 | -1.4 | Maintained | Higher | 234 | Green | 20.4 | -8.5 | Declined | Orange | -13.2 | 0.4 | Maintained | Higher |
| American Indian or Alaska Native | * | No Color | -- | -- | No Change Level | Orange | -47.9 | 2.0 | Maintained | -- | * | No Color | -- | -- | No Change Level | Orange | -49.0 | -1.1 | Maintained | -- |
| Asian | * | No Color | -- | -- | No Change Level | Blue | 61.8 | -1.2 | Maintained | -- | * | No Color | -- | -- | No Change Level | Blue | 60.7 | -1.2 | Maintained | -- |
| Black or African American | * | No Color | -- | -- | No Change Level | Orange | -59.6 | -2.0 | Maintained | -- | * | No Color | -- | -- | No Change Level | Orange | -58.9 | 0.8 | Maintained | -- |
| English Learner | 31 | No Color | -19.2 | -16.4 | Declined Significantly | Orange | -67.7 | -6.5 | Declined | Higher | 28 | No Color | -24.6 | -5.4 | Declined | Orange | -67.6 | 0.2 | Maintained | -- |
| Filipino | * | No Color | -- | -- | No Change Level | Green | 44.0 | 1.1 | Maintained | -- | * | No Color | -- | -- | No Change Level | Blue | 45.8 | 1.8 | Maintained | -- |
| Foster Youth | * | No Color | -- | -- | No Change Level | Red | -89.2 | -2.5 | Maintained | -- | * | No Color | -- | -- | No Change Level | Red | -87.3 | 1.9 | Maintained | -- |
| Homeless Youth | * | No Color | -- | -- | No Change Level | Orange | -67.9 | -5.0 | Declined | -- | 0 | -- | -- | -- | Red | -70.4 | -2.5 | Maintained | -- | |
| Latino | 46 | Green | 24.8 | 2.1 | Maintained | Orange | -40.2 | -1.7 | Maintained | Higher | 51 | Orange | -9.1 | -33.9 | Declined Significantly | Orange | -39.3 | 0.9 | Maintained | Higher |
| Long-Term English Learner | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 0 | -- | -- | -- | Red | -109.6 | 3.4 | Declined | -- | |
| Native Hawaiian or Pacific Islander | 0 | -- | -- | -- | -- | Orange | -32.5 | -3.4 | Declined | -- | 0 | -- | -- | -- | Orange | -34.7 | -2.2 | Maintained | -- | |
| Socioeconomically Disadvantaged | 79 | Yellow | -0.9 | -6.9 | Declined | Orange | -42.6 | -1.2 | Maintained | Higher | 92 | Green | 4.4 | 5.2 | Increased | Orange | -40.9 | 1.8 | Maintained | Higher |
| Students with Disabilities | 42 | No Color | -50.8 | 11.4 | Increased | Red | -96.3 | 1.8 | Maintained | Higher | 54 | Orange | -60.3 | -9.5 | Declined | Red | -95.6 | 0.7 | Maintained | Higher |
| Two or More Races | 11 | No Color | -102.0 | -133.5 | Declined Significantly | Green | 24.3 | -0.8 | Maintained | -- | 13 | No Color | -13.7 | 88.3 | Increased Significantly | Green | 24.3 | 0.0 | Maintained | -- |
| White | 161 | Green | 28.8 | -16.8 | Declined Significantly | Green | 20.8 | -1.2 | Maintained | Higher | 148 | Green | 26.7 | -2.0 | Maintained | 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 ** | 98% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | -- | 99% | 89% | 55% | 99% | |
| Participation Rate Met 2023 * | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | -- | Yes | No | No | Yes | |
| Percent of students tested in 2024 | 98% | 100% | 100% | 75% | 97% | 100% | 100% | -- | 98% | -- | 96% | 93% | 85% | 99% | |
| Participation Rate Met 2024 | Yes | Yes | Yes | No | Yes | Yes | Yes | -- | Yes | -- | Yes | No | No | 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.](#)

Wilbur Charter For Enriched Academics

LAUSD Location Code: 7774

Region: North

Board District: 4

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

| Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator | | | | | | | | | | | | | | | | | | | | |
|---|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| Student Group | School 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison | School 2024 Number of Students with Scores | School 2024 Performance Level (color) | School 2024 Average DFS | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 Average DFS | State 2024 Change | State 2024 Change Level | School to State DFS Comparison |
| All Students | 229 | Green | 19.8 | -0.9 | Maintained | Orange | -49.1 | 2.6 | Maintained | Higher | 234 | Green | 23.5 | 3.7 | Increased | Orange | -47.6 | 1.5 | Maintained | Higher |
| American Indian or Alaska Native | * | No Color | -- | -- | No Change Level | Yellow | -87.3 | 4.6 | Increased | -- | * | No Color | -- | -- | No Change Level | Orange | -86.6 | 0.7 | Maintained | -- |
| Asian | * | No Color | -- | -- | No Change Level | Blue | 50.8 | 2.3 | Maintained | -- | * | No Color | -- | -- | No Change Level | Blue | 49.5 | -1.3 | Maintained | -- |
| Black or African American | * | No Color | -- | -- | No Change Level | Red | -104.5 | 2.6 | Maintained | -- | * | No Color | -- | -- | No Change Level | Red | -102.2 | 2.4 | Maintained | -- |
| English Learner | 31 | No Color | 0.9 | 33.7 | Increased Significantly | Orange | -93.4 | -1.4 | Maintained | Higher | 29 | No Color | -21.3 | -22.2 | Declined Significantly | Orange | -93.4 | 0.0 | Maintained | -- |
| Filipino | * | No Color | -- | -- | No Change Level | Green | 7.4 | 4.8 | Increased | -- | * | No Color | -- | -- | No Change Level | Green | 10.4 | 3.0 | Increased | -- |
| Foster Youth | * | No Color | -- | -- | No Change Level | Red | -127.4 | 1.4 | Maintained | -- | * | No Color | -- | -- | No Change Level | Red | -125.1 | 2.3 | Maintained | -- |
| Homeless Youth | * | No Color | -- | -- | No Change Level | Red | -101.3 | 0.5 | Maintained | -- | 0 | -- | -- | -- | -- | Red | -106.0 | -4.7 | Maintained | -- |
| Latino | 45 | Blue | 6.1 | 16.0 | Increased Significantly | Orange | -80.8 | 2.6 | Maintained | Higher | 52 | Yellow | -9.3 | -15.4 | Declined Significantly | Orange | -79.2 | 1.6 | Maintained | Higher |
| Long-Term English Learner | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 0 | -- | -- | -- | -- | Red | -163.5 | -0.4 | Maintained | -- |
| Native Hawaiian or Pacific Islander | 0 | -- | -- | -- | -- | Orange | -71.3 | 0.0 | Maintained | -- | 0 | -- | -- | -- | -- | Orange | -72.5 | -1.2 | Maintained | -- |
| Socioeconomically Disadvantaged | 77 | Green | -13 | 11.2 | Increased | Yellow | -80.8 | 3.2 | Increased | Higher | 92 | Green | -6.2 | 6.8 | Increased | Orange | -78.2 | 2.6 | Maintained | Higher |
| Students with Disabilities | 42 | No Color | -53 | 15.0 | Increased Significantly | Orange | -127.3 | 5.5 | Increased | Higher | 54 | Orange | -54.4 | -1.4 | Maintained | Red | -124.3 | 2.9 | Maintained | Higher |
| Two or More Races | 11 | No Color | -135.6 | -121.1 | Declined Significantly | Yellow | -7.4 | 2.5 | Maintained | -- | 13 | No Color | -36.5 | 99.2 | Increased Significantly | Yellow | -5.3 | 2.1 | Maintained | -- |
| White | 159 | Green | 25.3 | -4.7 | Declined | Yellow | -11.1 | 2.3 | Maintained | Higher | 147 | Green | 34.2 | 8.9 | Increased | Yellow | -10.3 | 0.7 | 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).

| | 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 ** | 96% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 98% | -- | 96% | 87% | 55% | 98% |
| Participation Rate Met 2023 * | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | -- | Yes | No | No | Yes |
| Percent of students tested in 2024 | 98% | 100% | 100% | 75% | 93% | 100% | 100% | -- | 98% | -- | 95% | 91% | 85% | 99% |
| Participation Rate Met 2024 | Yes | Yes | Yes | No | No | Yes | Yes | -- | Yes | -- | Yes | No | No | 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.

Wilbur Charter For Enriched Academics

LAUSD Location Code: 7774 Region: North Board District: 4

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 | 41 | No Performance Color | 53.7% | 13.7% | Increased Significantly | Yellow | 48.7% | -1.6% | Maintained | Higher | 41 | Blue | 70.7% | 17.1% | Increased Significantly | Orange | 45.7% | -3.0% | Declined | Higher | |
| Long-Term English Learner | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 0 | -- | -- | -- | -- | Orange | 45.8% | -3.9% | Declined | -- | |

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

| ELPAC Participation | | | | |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2024 | 59 | 59 | 100% | Yes |
| 2023 | 65 | 62 | 95% | 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 | | State |
| Wilbur Charter For Enriched Academics | | |
| ELs Who Progressed at Least One ELPI Level | 70.7% | 43.8% |
| ELs Who Maintained ELPI Level 4 | 0.0% | 1.9% |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H | 17.1% | 34.9% |
| ELs Who Decreased at Least One ELPI Level | 12.2% | 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 | | State |
| Wilbur Charter For Enriched Academics | | |
| ELs Who Progressed at Least One ELPI Level | 50.0% | 46.4% |
| ELs Who Maintained ELPI Level 4 | 0.0% | 2.4% |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H | 21.1% | 32.7% |
| ELs Who Decreased at Least One ELPI Level | 28.9% | 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.

Wilbur Charter For Enriched Academics

LAUSD Location Code: 7774

Region: North

Board District: 4

Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| Student Group | Number of students enrolled who meet criteria | School 2023 Performance Level (color) | School 2023 Chronic Absenteeism Percentage | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Chronic Absenteeism Percentage | State 2023 Change | State 2023 Change Level | School to State Chronic Absenteeism Percentage Comparison | Number of students enrolled who meet criteria | School 2024 Performance Level (color) | School 2024 Chronic Absenteeism Percentage | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 Chronic Absenteeism Percentage | State 2024 Change | State 2024 Change Level | School to State Chronic Absenteeism Percentage Comparison |
|-------------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|
| All Students | 544 | Yellow | 19.3% | -3.4% | Declined Significantly | Yellow | 24.3% | -5.7 | Declined Significantly | Lower | 577 | Yellow | 18.4% | -0.9% | Declined | Yellow | 18.6% | -5.7% | Declined | Lower |
| American Indian or Alaska Native | * | No Color | -- | -- | No Change Level | Yellow | 36.1% | -6.8 | Declined Significantly | -- | * | No Color | -- | -- | No Change Level | Yellow | 30.6% | -5.4% | Declined | -- |
| Asian | 16 | No Color | 6.3% | -11.9% | Declined | Yellow | 10.1% | -1.4 | Declined | -- | 20 | No Color | 10.0% | 3.8% | Increased | Green | 7.5% | -2.5% | Declined | -- |
| Black or African American | * | No Color | -- | -- | No Change Level | Yellow | 36.4% | -6.5 | Declined Significantly | -- | * | No Color | -- | -- | No Change Level | Yellow | 31.3% | -5.1% | Declined | -- |
| English Learner | 75 | Orange | 29.3% | -3.0% | Declined | Yellow | 26.3% | -7.3 | Declined Significantly | Higher | 68 | Red | 30.9% | 1.5% | Increased | Yellow | 20.1% | -6.1% | Declined | Higher |
| Filipino | * | No Color | -- | -- | No Change Level | Yellow | 13.8% | -2.4 | Declined | -- | * | No Color | -- | -- | No Change Level | Green | 9.6% | -4.2% | Declined | -- |
| Foster Youth | * | No Color | -- | -- | No Change Level | Yellow | 33.6% | -8.5 | Declined Significantly | -- | * | No Color | -- | -- | No Change Level | Yellow | 30.5% | -3.1% | Declined | -- |
| Homeless Youth | * | No Color | -- | -- | No Change Level | Yellow | 38.7% | -6.4 | Declined Significantly | -- | 0 | -- | -- | -- | -- | Yellow | 32.7% | -6.0% | Declined | -- |
| Latino | 104 | Orange | 29.8% | -11.4% | Declined | Yellow | 28.4% | -7.4 | Declined Significantly | Higher | 107 | Orange | 29.0% | -0.8% | Declined | Yellow | 21.7% | -6.7% | Declined | Higher |
| Long-Term English Learner | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 0 | -- | -- | -- | -- | 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 | 174 | Yellow | 32.2% | -5.3% | Declined Significantly | Yellow | 29.9% | -7.5 | Declined Significantly | Higher | 230 | Yellow | 26.1% | -6.1% | Declined Significantly | Yellow | 23.4% | -6.6% | Declined | Higher |
| Students with Disabilities | 85 | Orange | 21.2% | -5.7% | Declined | Yellow | 33.1% | -6.5 | Declined Significantly | Lower | 102 | Red | 27.5% | 6.3% | Increased | Yellow | 26.3% | -6.8% | Declined | Higher |
| Two or More Races | 89 | Orange | 15.7% | 1.0% | Increased | Yellow | 21.6% | -3.5 | Declined Significantly | Lower | 110 | Orange | 20.0% | 4.3% | Increased | Yellow | 16.2% | -5.4% | Declined | Higher |
| White | 315 | Yellow | 17.5% | -1.8% | Declined | Yellow | 18.5% | -3.5 | Declined Significantly | Lower | 321 | Yellow | 15.0% | -2.5% | Declined | 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.](#)

Wilbur Charter For Enriched Academics

LAUSD Location Code: 7774

Region: North

Board District: 4

Suspension Rate Indicator

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

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

| Suspension Rate Indicator - CA School Dashboard Indicator | | | | | | | | | | | | | | | | | | | | |
|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| Student Group | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2024 Performance level (color) | School 2024 Percentage of Students suspended at least once | School 2024 Change | School 2024 Change Level | State 2024 Performance level (color) | State 2024 Percentage of Students suspended at least once | State 2024 Change | State 2024 Change Level | School to State Suspensions Comparison |
| All Students | 561 | Blue | 0.2% | 0.2% | Maintained | Orange | 3.5% | 0.4% | Increased | Lower | 587 | Blue | 0.0% | -0.2% | Maintained | Green | 3.2% | -0.3% | Declined | Lower |
| American Indian or Alaska Native | * | No Color | -- | -- | No Change Level | Orange | 7.4% | 1.0% | Increased | -- | * | No Color | -- | -- | No Change Level | Yellow | 7.0% | -0.4% | Declined | -- |
| Asian | 17 | No Color | 0.0% | 0.0% | Maintained | Green | 1.1% | 0.2% | Maintained | -- | 21 | No Color | 0.0% | 0.0% | Maintained | Blue | 1.0% | 0.0% | Maintained | -- |
| Black or African American | * | No Color | -- | -- | No Change Level | Red | 8.8% | 0.9% | Increased | -- | * | No Color | -- | -- | No Change Level | Orange | 8.4% | -0.4% | Declined | -- |
| English Learner | 76 | Blue | 0.0% | 0.0% | Maintained | Orange | 3.7% | 0.5% | Increased | Lower | 68 | Blue | 0.0% | 0.0% | Maintained | Green | 3.4% | -0.3% | Declined | Lower |
| Filipino | * | No Color | -- | -- | No Change Level | Green | 1.3% | 0.1% | Maintained | -- | * | No Color | -- | -- | No Change Level | Green | 1.2% | -0.1% | Maintained | -- |
| Foster Youth | * | No Color | -- | -- | No Change Level | Red | 13.6% | 1.2% | Increased | -- | * | No Color | -- | -- | No Change Level | Orange | 13.2% | -0.4% | Declined | -- |
| Homeless Youth | * | No Color | -- | -- | No Change Level | Orange | 6.5% | 1.0% | Increased | -- | 0 | -- | -- | -- | -- | Yellow | 5.7% | -0.8% | Declined | -- |
| Latino | 106 | Yellow | 0.9% | 0.9% | Increased | Orange | 3.8% | 0.5% | Increased | Lower | 108 | Blue | 0.0% | -0.9% | Declined | Green | 3.4% | -0.4% | Declined | Lower |
| Long-Term English Learner | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 0 | -- | -- | -- | -- | Orange | 8.1% | -0.9% | Declined | -- |
| 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 | 181 | Yellow | 0.6% | 0.6% | Increased | Orange | 4.5% | 0.5% | Increased | Lower | 233 | Blue | 0.0% | -0.6% | Declined | Green | 4.0% | -0.5% | Declined | Lower |
| Students with Disabilities | 86 | Orange | 1.2% | 1.2% | Increased | Orange | 5.9% | 0.5% | Increased | Lower | 102 | Blue | 0.0% | -1.2% | Declined | Yellow | 5.4% | -0.5% | Declined | Lower |
| Two or More Races | 92 | Blue | 0.0% | 0.0% | Maintained | Orange | 3.3% | 0.4% | Increased | Lower | 111 | Blue | 0.0% | 0.0% | Maintained | Green | 3.0% | -0.3% | Declined | Lower |
| White | 326 | Blue | 0.0% | 0.0% | Maintained | Yellow | 2.9% | 0.2% | Maintained | Lower | 328 | Blue | 0.0% | 0.0% | Maintained | 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](#)